CHAPTER - III

REVIEW OF RELATED LITERATURE

Research investigations conducted in the area of ‘Correlates of burnout’ i.e., factors affecting burnout are reviewed and presented in this chapter.

3.1 Research Studies on Teacher Education

The most neglected area in the field of education is teacher education. It has been recognized and stressed by almost all committees and commissions on education. Still the status of teacher education has not changed much due to non-allocation of funds and non-availability of quality teacher educators. Research on teacher education is also sparse. This part of the review tries to give a brief summary of the research work done on teacher education in India by which one can understand easily the status of teacher education in our country and what best can be done to better it. The present study is aims at identifying the shortcomings in the pre-service training programme of primary teachers conducted by the DIETs. The research studies related to pre-service training of primary teachers alone are given priority in the presentation of this part.

Tripathi (1964) made an evaluative study of the then existing basic training institutes in the states of Bihar, Gujarat, Madhya Pradesh and Maharashtra and found number of deficiencies in them. Of course, the programme of basic training does not exist anywhere in the country at present. But, creating ‘work experience’ among the student teachers has
become a real problem without the basic training approach for teacher preparation.

State Institute of Education, Gujarat (1965) conducted an investigation into the problems of the Trainees of the Primary Teachers. The main objective of the study was to know the then position of primary education in Gujarat with special reference to the primary teacher trainees. The main findings of the study were:

1. The syllabus needed some modification:

2. The trainees had some financial problems;

3. The attitude of the trainees to the basic education was positive;

4. The trainees liked the community life activities very much; and

5. The quota of the craft was too much for the trainees.

State Institute of Education, Gujarat (1966) made case studies of Primary Teacher Training Institutions of Gujarat. The objective of the study was to get a representative picture of the position of primary teacher institutions of Gujarat. A representative sample including ten per cent of the total number of primary teachers training institutions was selected for the study. A case study proforma was prepared and used to collect the data.

The study revealed the following:

1. More physical facilities were needed for the trainees, as these institutions were residential units;
2. All the institutions had adequate number of basic trained staff members;

3. No institution had a science laboratory;

4. There was no reading facility in these institutions;

5. There was a great need for adequate reading room for students and staff members;

6. Fifty per cent of the staff members needed refresher courses; and

7. There was no proper planning in the provision of facilities for the teacher training.

SIERT, Rajasthan (1966) conducted an investigation into Teacher Education at the Primary Level in Rajasthan. In the state of Rajasthan, where out of 63 BSTC training institutions, 47 were under the government and 16 under the private management. Thirteen training institutes did not respond to the questionnaire. Forty-two government and eight private institutions responded. Fourteen of them were situated in rural, 23 in sub-urban and 13 in urban areas and they were evenly distributed all over the whole state.

The study revealed the following:

1. The average intake was about 130. The qualification prescribed for admission to the STC course was the High/Higher Secondary Examination.

2. About two-thirds of the trainees belonged to the rural area.
3. The minimum age prescribed for freshers was 18 years whereas the ages of the trainees ranged from 18 to 45 years.

4. There were headmasters, subject teachers, and craft, agriculture, physical education and drawing instructors on the teaching staff.

5. The syllabus was prescribed by the Department of Primary and Secondary Education of the state government and was followed in all the institutions.

6. Some of the institutions felt that the syllabus was somewhat ambitious. The syllabus for craft was heavy, its teaching required a lot of funds, and the teaching staff had inadequate training.

7. Many difficulties in making arrangements for practice teaching were faced because they did not have demonstration schools.

8. Out of 50 training institutions, 37 had their own buildings. Eleven were housed in rented buildings. Out of the remaining, one was functioning in a Dharmasala and the other one was located in a high school building.

9. The expenses of the government training institutions were met by the government. Aided institutions got grants-in-aid from the government. Stipends to pupil teachers were paid by the state government. The State Institute of Education provided guidance to the training schools.
Upasani (1966) evaluated the Existing Teacher Training Programme for Primary Teachers in the State of Maharashtra with special reference to Rural Areas. The study is an attempt to evaluate the existing primary teacher-training programme in the state of Maharashtra with special reference to rural areas. The purposes of the study were:

1. To identify the major strengths and weaknesses of the training programmes from an analysis of the self-evaluation reports;

2. To compare these reports of the principals with the annual inspection reports of the parishad education officers to find out the extent of usefulness of such an external inspection;

3. To examine and analyse the opinions of the parishad education officers and the principals concerned;

   (i) The adequacy of the preparation of the newly trained primary teachers,

   (ii) The understanding, skills and abilities expected of the rural primary teachers, and

4. To examine and analyse the existing teacher training programmes and to propose suggestions for their improvement. The major aim of the present study was examine the hypothesis: ‘The existing primary teacher training programme in Maharashtra did not achieve fully the objectives of the training and that the present inspections of the training colleges fail to evaluated the effectiveness or otherwise of the training programmes in all aspects’. The aspects taken into consideration were:
(i) Instructional objectives;
(ii) Curricular programme;
(iii) Organisation of the programme;
(iv) Staff;
(v) Student personnel services; and
(vi) Inspection.

One hundred and eight principals participated in this study. Opinionnaires and questionnaires were prepared by the investigator and used for the collection of data. Interviews and inspection reports were the other sources of data. Percentages, correlation coefficients, and chi-square test were used for the analysis of the data.

The author has recommended the following:

1. The minimum qualifications prescribed for recruitment as primary teachers or for admission to training institutions should be the completion of a secondary school course.

2. The present position of the professional training of primary teachers is far from satisfactory especially if it is evaluated in the light of the new challenges in elementary education.

3. A very serious defect in the practical training is the tendency to confine the practical training to the prescribed number of practical lessons: what is actually needed is a wider conception of teacher education and provision of opportunities to student teachers to acquire various skills. The Indian child needs down to earth grassroots knowledge of the country’s condition. So the teacher has to be a well informed, well grounded,
effectively participating citizen and he have to bring into action special resources of scholarship and practical competence.

4. There should be a special agency for the supervision of training colleges (other than the education officers who are otherwise busy) with a special officer at the directorate level.

5. The duration of the primary teacher training should be extended to two years.

Banerjee (1967) studied the training of primary teacher in India. An interview schedule was prepared covering the different aspects of training of primary teachers, viz., aims and objectives of training, organisation, curriculum and syllabus, practice teaching, community living, examination, teaching staff, wastage, supervision, community development, in-service training and pay allowances. Different authorities in the sixteen states of India were interviewed with the help of this schedule.

The following observations were made on the basis of the data collected:

1. There were weaknesses and shortcomings in the professional education of primary teachers and vigorous attempts were needed to put the programme on the right track.

2. Basic education attached great value to the child and real development would take place only under conditions of freedom.
3. In the new age, the school, the teacher, the training institutions had to pay a great role in changing the old patterns of education.

4. The number of student teachers, explosion of knowledge and democratic living all these placed upon the training institution a responsibility of unprecedented magnitude.

5. A training college had to address itself to the task with a spirit of high adventure and faith.

Mallaya (1968) studied the modern trends in the teacher training programmes and the problems of teacher training in Madhya Pradesh with a view to suggesting ways and means to make it more effective. Several official reports, documents and magazines provided the main sources of information. Visits to various teacher-training institutions were made in order to collect the views of heads and other staff members.

The study revealed the following:

1. The pre-primary teacher training facilities were insufficient in Madhya Pradesh and Montessori training was very costly and it needed reorganization;

2. The existing teacher training facilities at the primary and secondary levels which were considered sufficient, could be made more effective by strengthening the science teacher's training at all the three levels, rationalizing the selection of candidates for training and introducing practical aspects of teacher's training such as practice teaching, community life, preparation of teaching aids, games and sports, and cultural activities;
3. It was observed that there was no proper dissemination of research findings in the field the traditional teaching methods were followed;

4. Evaluation techniques were mostly of routine type and showed large variations in internal and external assessment;

5. Since Madhya Pradesh is mainly an agricultural state, agriculture, cooperation and rural upliftment activities could be included in the teacher training programme and more of outdoor activities be organised;

6. Better coordination in the programme of teacher training at various levels could make them more effective;

7. The teacher training institutions in the state did not have adequate library facilities and the periodicals and magazines to which they subscribed were less in number;

8. Coordination at different levels of teacher training was lacking; and

9. There was no provision for training the inspectors of schools and social education organizers.

Srivastava (1970) conducted an investigation into the Evaluation of Practice Teaching in Teacher Training Institutions to find out the place of practice teaching in the total programme of teacher preparation and the manner in which the evaluation methods and practices influenced the student teachers' performance in teaching, to study their attitude towards practice teaching and to study teacher pupil relationship.
The information gathered in this study revealed that practice teaching formed an essential and compulsory item in all the teacher preparation programmes irrespective of the fact that the requirement of study and activities for obtaining degree in education were not the same in all the institutions. The place of practice teaching was determined either by relative weightage in terms of examination marks allotted for practice teaching in the total programme or the amount of time or hours of work a student had to put in to complete the requirements of practice teaching in relation to the time used for completing all the requirements of the programme. However, majority of the teacher educators were not satisfied with the system of practice teaching evaluation in their own institutions. Majority of the institution had some system of internal assessment and most of the institutions did not give more than fifty per cent of the total marks for practice teaching in internal assessment. Except two universities, the other examining agencies did not define and outline the scheme of marks distribution over the contents of class teaching. The satisfaction of student teachers about the evaluation practice correlated highly with their perception of the presence or absence of the element of subjectivity in the evaluation system.

Gupta (1971) examined the admission procedures in elementary and secondary teacher training institutions. The purpose of study was to examine the admission procedure. The major findings of the study were:

1. Minimum qualification required for admission was matriculation or S.S.L.C.
2. Age limit was 15 to 30 years for freshers and up to 35 years for untrained teachers, and

3. Admissions were given on the basis of written test, interview, academic record and teaching experience.

Arora et al., (1974) undertook a study of the National Survey of teacher education at elementary level with the objective of collecting data concerning major areas of elementary teacher education such as students and staff, facilities and services, programmes, administration and supervision, etc., with a view to –

1. Compiling a national report which could be used as reference document, and

2. Locating weak area, which needed strengthening and thus required special attention of the NCERT.

A comprehensive questionnaire was used for the purpose of the survey. Data was collected from all the elementary teacher-training institutions of India. The draft report, which emerged out of the data, was sent to the SIEs, Directors of Public Instruction, and the field advisors for comments and suggestions. The final report was prepared after their incorporation.

The following were the major findings of the survey:

1. About 59.9 per cent institutions were located in the urban areas while 48.3 per cent in the rural areas; 54.71 per cent institutions were residential in nature, 22.84 per cent were partially residential and the rest were not residential; 46.30 per cent of the institutions were con-
educational, 35.89 per cent were for men only and 17.01 per cent were for women only; 63.18 per cent institutions were run by the state government, 27.34 per cent were run as private aided and 9.47 per cent were as private unaided;

2. Quite a fair justice was done in the selection of candidates for admission to training institutions, the main criterion being the marks obtained at the matriculation examination; some seats were kept reserved for scheduled castes, scheduled tribes and deputed teachers too; there was a good provision for stipend in almost all the government training institutes; in majority of the states, no tuition fee was charged;

3. In majority of the states, the minimum qualification required for the recruitment to the post of principal as well as to the teacher educator was trained graduate;

4. In most of the states the syllabus was prescribed by the state department of education; most of the theory papers in different states were almost the same; the common papers were Principles of Education, Educational Psychology, Teaching of Mathematics, Teaching of Science, Teaching of Social Studies and Teaching of Languages; in many states, there were optional theory papers; practice teaching programme had a vital place in all the states; a little more than fifty per cent training institutions had demonstration schools inside their campuses but most of them had inadequate accommodation and ill-equipped staff;

5. In many of the states, the trainees had to practice one major and one subsidiary craft;
6. In most of the states, the final examination was conducted by the state departments of education; usually, there were internal and external assessment for theory papers, practice teaching and crafts;

7. Poor physical facilities were observed in many respects, viz., lack of science laboratories, inadequate buildings, inadequate accommodation in the hostels, no good libraries, no trained librarians and no adequate number of books and magazines;

8. In case of government institutions, the grant from the government formed the only source of income; in the case of the private aided institutions also, considerable responsibility was born by the government and in the case of the private unaided institutions the main source of income was contribution from the management, donations, income from fees, etc.;

9. Some senior officers from the Directorates of Education inspected the institutions and provided academic as well as administrative guidance.

Department of Post-graduate Studies in Education, Bangalore (1974) conducted a study of the Role Expectations of Teachers Under Training in the City of Bangalore. The main objectives of the study were:

1. To find out the attitude of pupil teachers towards different functions of teaching profession;

2. To find out the interest pattern of pupil teachers in respect of teaching as a profession; and
3. To assess the role expectation of pupil teachers regarding the functions of a teacher.

The sample consisted of all the pupil teachers enrolled in the four teacher training colleges of Bangalore city during the session 1972-73. The total sample included 350 pupil teachers of which 124 were experienced male and female pupil teachers, 226 were fresh male and female pupil teachers, (157 male and 193 female).

The major findings of the study were as follows:

1. Both the groups expressed high degree of favourable attitude;

2. The female pupil teachers were more favourable towards the academic aspect of teaching than the male pupil teachers;

3. The fresh pupil teachers were found to indicate higher degree of positive attitude than the deputed pupil teachers towards teaching as a whole;

4. The deputed pupil teachers were inclined towards administrative aspects more than the freshers;

5. Even among the female pupil teachers the freshers had registered a higher degree of positive attitude than the deputed pupil teachers;

6. The experienced female pupil teachers were more favourable towards the academic aspect than the deputed female pupil teachers;
7. The female pupil teachers were found to be more interested in co-curricular and community activities than the male pupil teachers;

8. The experienced pupil teachers were more interested in teaching than their counterpart;

9. Experience had no effect on the role expectations of male pupil teachers; and

10. The fresh female pupil teachers exhibited a higher degree of role expectation than the experienced.

Joshi (1974) conducted a study of Innovations in Teacher Training Institutions. The objectives of the study were to find out

1. Innovations in teacher education programme pertaining to curriculum, methods of teaching and in-service education;

2. The types of courses followed in different states; and

3. The resisting factors of innovations.

The method followed was the descriptive survey method. A preliminary survey of fifty teacher training institutions was made and eleven institutions were selected by stratified random sample basis for intensive study. Questionnaires were mailed and a sample of principals and teachers was also interviewed.

The findings of the investigation were:

1. In the area of methodology of teaching, popularly used methods were question-answer and objective based teaching.
2. The use of micro-teaching, programmed learning, interaction analysis and self-learning projects were negligible.

3. Nearly eighty-one percent of the instructors frequently used lecture method in their theory classes.

4. Not many institutions and instructors were involved in the in-service programme of elementary teachers.

5. In Rajasthan some innovations were reported. For example there were three institutions to organise regular programmes of in-service education, the teacher training institutes provided training on upgraded unit and a new experiment on first introduction to teaching was undertaken.

6. In Gujarat and Jamia Millia Islamia, block teaching was one of the components of the teacher education programme.

7. In Gujarat and Rajasthan separate institutions for linguistic minorities existed.

8. The most significant factors of resistance to innovations as reported were: lack of facilities, lack of funds, lack of time to pursue the new ideas, lack of professional guidance and lack of support from education department.

Prakash and Mehrotra (1974) made an exploratory study of the use of audio cassette recordings in the supervision of student-teachers. The major objectives of the study were:

1. To find out the feasibility of the use of a cassette recorder in practice teaching lessons of student teachers, and
2. To evaluate the effectiveness of its use in improving the skill in the teaching of student teachers. 

The findings were:

1. The use of cassette recorder caused a little commotion in a class when used for the first time; but after the novelty wore off, it disturbed neither the student teacher nor the pupils.

2. It provided an accurate record of the verbal interactions in the lesson, and

3. It resulted in
   (i) Confirmation of good practices and consequently student teachers gaining more confidence; and
   (ii) Readiness to accept shortcomings.

4. The student teachers could locate different types of shortcomings in their lessons after listening to the audio-cassette recorder. Some of these shortcomings were related to -
   (i) Unnecessary reframing of questions asked by the teacher,
   (ii) Question elaboration,
   (iii) Lapses regarding content, facts, figures and concepts,
   (iv) Mistakes in the use language,
   (v) Unnecessary pauses in the development of the lesson,
   (vi) Teachers voice,
   (vii) His delivery,
   (viii) Mannerism,
   (ix) Not allowing pupils sufficient time to respond,
   (x) Finding out that pupil participation of not having adequately removed wrong concepts held by pupils,
(xi) Not giving sufficient attention to desirable details,
(xii) Lack of variety in approach, and
(xiii) Teacher domination.

Safia Sultana (1976) conducted a study of the Academic Difficulties of Student Teachers. The results revealed the following as the major difficulties of student teachers:

1. Course content of the theory papers especially philosophy and psychology, is difficult.

2. The students had no chance to express their difficulties in understanding the lesson during the class.

3. Majority of the students who did not study in English medium found it difficult to understand what was being taught in English. (This difficulty was especially mentioned by the students in the Department of Education.)

4. On the basis of their experience of practice teaching, their main difficulty was that what was being taught in methodology classes was not acceptable to school teacher and they hardly agreed to try new methods in actual classroom teaching.

5. The whole programme was so over crowded that they did not get enough time for other activities.

6. Most of their difficulties persist because the teacher educators never tried to have interaction with them outside the class.
Krupa Latha (1979) conducted a study of the relative effectiveness of micro teaching technique in developing teacher competence among trainees at the teachers training institute level. The sample of the study consisted of 200 student teacher training institution.

The major findings of this study are:

1. The training of skills through microteaching resulted in better teaching competency.
2. The training given to the student teachers through microteaching before the post test and the macro lesson given after the post test resulted in better teaching ability.
3. The treatment through microteaching had no direct effect on the attitude of student teachers of the experimental group.
4. The treatment through microteaching had no direct effect on the attitude of student teachers of the controlled group.
5. The latency period did not affect the skill already acquired.
6. The training in interaction of skills improved general teaching competence.

Sujatha (1979) conducted an Enquiry into the undergraduate Teacher Training Programme in the State of Karnataka. Data were collected through questionnaires and a teacher efficiency inventory. The sample for the questionnaire included 200 experts in the field of education.
The facilities provided in the teacher training institutes in respect of teaching personnel, admission procedure, institutional plant, time allotment to the teaching of different subjects and practice teaching were not adequate to carry out the curricular programme effectively. The performance of the trainees in the teacher's efficiency inventory showed that the training programme had failed to develop a teacher of desire quality.

Verma (1979) conducted a Study of Teacher Training as Catalyst of Change in Professional Attitudes of Student-Teachers. The sample consisted of 500 student teachers undergoing training in seven teacher-training institutions of Uttar Pradesh. The tools used were Teacher Attitude Inventory prepared and standardized by the investigator, follow-up questionnaire, personal data sheet and Instructor Rating Questionnaire.

The main findings of the study were:

1. The teacher-training programme was a catalyst of change in the professional attitudes of the teacher-trainees.

2. Sex, age, marital status, caste, rural-urban residence, income and source of income of the family, size of the family, parental education, presence of a teacher-member in the family, political affiliation, party affiliation, academic qualification, courses of study of the teacher-trainees were not correlated with their attitudinal change.

3. Pre-training teaching experience, place of graduation and post-graduation and the teacher training institutions attended by the teacher-trainees were significantly correlated with their attitudinal change.
4. The teacher-training programme was very effective for attitudinal change of those teacher-trainees who had pre-training teaching experience of one year or less. It was less fruitful to freshers and almost useless to teacher-trainees with pre-training teaching experience of more than five years.

5. The teacher-training programme was more effective for attitudinal change among the trainees who had completed their education privately and also those trainees who had come from families where the source of income was business.

Jangira (1982) conducted a study of social cohesion in Elementary Teacher Training Institutions and its Relationship with their Efficiency. The study involved thirty-three elementary teacher-training institutions drawn at random form 185 institutions in the State of Uttar Pradesh. The main findings of the investigation were:

1. Social cohesion had significant correlation with the student teacher’s achievement in theory as well as in practice.

2. It’s correlations with the student teachers’ adjustment and attitudes were not significant.

3. Social cohesion in the teacher training institutions turned out to be a predictor of student teachers’ achievement in practice teaching explaining 48.23 per cent of the variance.
4. It was a comparatively weak predictor of student teachers' achievement in theory explaining merely 11.69 per cent of the variance in achievement.

5. Student teachers' achievement in theory in institutions with high and low social cohesion differed significantly.

6. Student teachers' attitude to teachers (teacher-educators in this case) differed significantly in institutions with high and low social cohesion.

Rai (1982) conducted a survey of the problems of Teacher's Training Colleges situated in Uttar Pradesh and Gujarat with regard to practicing schools. The sampling technique used was a combination in random and cluster sampling. It included 730 respondents consisting of 20 principals, 100 teacher-educators, 500 student teachers, 30 school headmasters, 70 teachers and 10 educationists. The tools used included questionnaires, a checklist and an opinionnaire. Chi-square test, critical ratio and percentages were the statistical techniques used.

The findings of the investigation were:

1. Fifty three per cent of the student teachers of Uttar Pradesh and 31 per cent of Gujarat admitted that they failed to discharge their responsibilities satisfactorily due to lack of time.

2. Sixty-four percent student teachers of Uttar Pradesh and 82 per cent of Gujarat opined that demonstration lessons were useful for them. Introducing and dividing the unit in a proper way were the problems of student teachers of
Uttar Pradesh and Gujarat, respectively. The student teachers stated that the teacher educators generally lacked competence in respect of giving guidance.

3. Seventy-four per cent of the teacher educators of Uttar Pradesh and 36 per cent of Gujarat reported that they failed to perform their responsibilities during student teaching satisfactorily.

Of the teacher educators of Gujarat 76 percent against 28 per cent of Uttar Pradesh expressed their satisfaction with their supervisory functions. The most difficult problems were in regard to establishing good relationship with practicing schools and framing suitable timetables. The teacher educators of Uttar Pradesh and Gujarat admitted that they lacked professional efficiency to guide the student-teachers properly. They felt that the student teachers wanted spoon-feeding. They faced the problem of limited periods of practice teaching allowed by schools. Internal assessment was another problem.

Principals of the training colleges admitted that they were unsuccessful in realizing the objectives of student teaching because of lack of co-operation from the schools and inadequate time. The headmasters of practicing schools of Uttar Pradesh and Gujarat were not happy with the teaching by student teachers. The school teachers felt that the programme of student teaching upset their plan of work.

Educationalists felt that the objectives of student teaching were not realized, the quantum of student teaching was inadequate, supervision was
defective, the relationship between colleges and schools was not harmonious and the evaluation process was defective.

Sharma (1982) investigated into the progress and problems of Teacher Education in India. The progress and development of teacher education was examined on the basis of the data collected from reports and journals on teacher education. The information was collected in the light of the modern concept of teacher education, the qualities of teacher, the teacher's role in modern society and pre-service and in-service teacher education programmes. Progress and programmes of teacher education during the Five Year Plans in India were also examined.

The main findings of the study were:

1. Even after a lapse of sixteen years, from the publication of the Education Commission Report (1966), teacher education programmes had not undergone any marked improvement.

2. Methods of teaching and evaluation being used in training institutions were traditional.

3. There was evidence to show that there was lack of research data in the field of teacher education.

4. There was dire need for organizing refresher courses, short-term intensive courses in special subjects, practical training, workshops and professional conferences at both the levels (primary and secondary) of teacher education programmes.
5. If education was to meet the demands of our time and of coming decades, the organisation, content and methods of teacher education must be constantly improved.

6. Search for new education strategies and concepts should be undertaken, taking into account the special social and cultural conditions under which the school and the teacher must perform their basic functions.

7. Since it was not possible to equip the student-teacher with knowledge and skills which would be sufficient for his whole professional life, the initial preparation for the profession in the form of pre-service education and training, should be considered only as the first fundamental stage in the process of continuous education of teachers.

Sinha (1982) conducted ‘An Evaluative Study of Teacher Education in Bihar’. The study was based on a randomly selected sample of forty-four primary teacher education colleges out of a total of eighty-four colleges and all the ten secondary teacher education colleges in Bihar. Data were collected from the principals and the teacher educators of the college.

The main findings of the study were:

1. At the primary level, about 60 per cent of the teacher-educators were trained graduates and their performance was not satisfactory.

2. Over 77 per cent colleges had no buildings of their own while 65 per cent colleges had their own buildings in poor condition.
3. A majority of the colleges had inadequate staff, library, equipments and laboratory.

4. Recent innovations in teacher education were not incorporated into the system.

5. In-service programmes were not carried on effectively and there was little attention paid to follow up programmes.

6. The evaluation process had remained traditional.

7. Practice teaching in colleges of education was being neglected by the methodology masters.

Gopalacharyulu (1984) studied the Relationship between certain psycho-sociological factors and achievements of student-teachers in the Teacher Training Institutes of Andhra Pradesh. The major findings of the study were:

1. Socio-economic status and caste influenced all the three-achievement variable, namely, theory, practical and total achievement.

2. Attitude towards teaching profession and attitude towards training influenced the theory and total achievement significantly.

3. Age and locality of student teachers were found to have significant influence on the theory and total achievement.

Sharma (1984) conducted a study of Teaching Aptitude, Intellectual Level and Morality of Prospective Teachers. The sample of the study included
412 student teachers who were studying in ten teachers' colleges of three universities of Rajasthan. The findings were:

1. About 75 per cent of student teachers were below average in aptitude and intellectual ability.

2. An insignificant difference was found in teaching aptitude ability in sex-wise and discipline-wise comparison.

3. A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers.

Mohammed Pasha (1988) studied the problems faced by the primary teacher training institutes in practice-teaching in practicing schools. A sample consisting 28 heads of practicing schools, 56 cooperating teachers, 30 teacher educators and 120 student teachers was taken on the basis of purposive random sampling. A self-prepared questionnaire and interview were used as tools. Data was analysed and presented in percentages and tables.

The major findings of the survey are:

1. About 50% of headmasters of practicing schools considered practice teaching an obstacle in their school programme.

2. Majority of student teachers found it is difficult to manage the classes, since they were novices.

3. 72% of schools did not allow the student teachers to use their equipment for teaching.
4. 72% of schools allotted only the periods of non-academic subjects for practice teaching.

5. 92% of headmasters did not supervise the practice teaching lessons.

6. A majority of co-operating teachers did not evince interest in teaching practice, as it was not remunerative.

7. A majority of teacher educators observed more than 20 lessons per week.

8. A majority of student teachers got experience of single teacher schools.

Kollur, Sheela Bai (1990) made a study of the opinion of the teacher educators regarding the new Teacher Certificate Higher (TCH) syllabus of 1989. An opinionnaire prepared by the researcher was used as tool. Data was analysed and presented using frequencies percentages and tables.

The major findings of this study are:

1. 87% teacher educators desire TCH to be called as D.Ed.

2. 93% agreed for making PUC as minimum qualification of TCH.

3. 87% of teacher educators welcomed the idea of having a co-ordination board.

4. 56% of them welcomed innovative ideas like micro-teaching an un-supervised lesson for the TCH course.

5. 60% teacher educators supported practical exam in teaching for the I year TCH.
6. 52% teacher educators opposed the idea of cancellation of Specialisation subjects in the II year TCH.

7. 66% welcomed the introduction of the new subject, Educational Evaluation and Measurement.

Reddy (1991) examined the quality improvement in the pre-service education of the primary school teachers in Andhra Pradesh. The study revealed that:

1. Out of 11 Teacher Training Institutes (TTIs), only one TTI had enough classrooms, others had 2 to 3 classrooms, and 2 TTIs had no classroom at all.

2. Out of 11 TTIs, only 9 TTIs had library facilities and 2 TTIs did not have library facility at all.

3. All TTIs had office rooms, 9 TTIs had staff rooms, 5 TTIs had laboratory facilities, 7 TTIs had toilet facilities, 4 TTIs had better playground facilities, and 3 TTIs had no playground facilities.

4. Only 4 TTIs had workshops and 3 TTIs had tools of work experience activities, only 4 TTIs had A.V. rooms and 5 TTIs had some electronic equipment like T.V., V.C.R., V.C.P., Two in-one, etc. only 2 TTIs had common meeting halls.

5. The teacher educators strongly felt that the TTIs were under-staffed. The teacher educators recommended for one lecturer for one subject and teacher pupil ratio should not exceed 1:30 to maintain the quality in PSTE.
6. The teacher educators were not in favour of the present teaching practice. They were in favour of introducing internship in teaching and they suggested 3-4 weeks of period on internship.

7. The teacher educator's programme had to be 2 years after intermediate course (i.e., +2 level).

8. The present evaluation system of PSTE had to be modified to include the evaluation of acquired skills.

9. Internal and external, continuous and comprehensive evaluation had to be adopted.

10. Regular and immediate feedback had to be given to trainees. The syllabus of PSTE had to be designed for 50 per cent content and 50 per cent for methodology. The investigator suggested that the existing curriculum should be revised and the primary school should be attached to the TTI.

Viswanathappa (1992) made 'An evaluation of pre-service teacher education programme of the DIETs in Andhra Pradesh'. Major findings of the study were:

1. Out of 148 objectives from various sources, 144 were identified as important.

2. Out of these 144 the existing curriculum programmes were found to be adequate for the realisation of 64 objectives only.

3. (i) Though the DIET Guidelines (1989) suggested that PSTE branch should possess one senior lecturer and
8 lecturers, it was observed that there were only 4-5 lecturers in each branch. It means that every PSTE Branch was run with inadequate teaching staff.

(ii) DITE Guidelines (1989) indicated that the teaching staff should have special training in elementary education. It was found the majority of the teaching staff in the DIETs had no specialized training in the elementary education.

(iii) Most of the faculty members were having high school teaching experience but not elementary school teaching experience.

(iv) The time allotted for theory and practice teaching was in the ratio of 3:1. Teachers suggested that the allotment should be in the ratio of 3:2

(v) Majority of the teacher educators suggested 45 days of practice teaching in each of the two years for PSTE programmes.

(vi) The state level common entrance test for admission into the DIETs consisting of the components: test of general knowledge, test of language ability and test of non-language subjects. The supplementary assessment relating to verbal and non-verbal intelligence tests, attitude towards teaching and aptitude for teaching was ignored.

(vii) Among 27 physical facilities to be available only classrooms, seminar rooms, physical science and biological science method laboratories, play-ground, library, hostel facilities were available in majority of
DIETs. The remaining physical facilities were poorly available in the DIETs.

(viii) Among the student personnel services, individual guidance for subject knowledge improvement and guidance in personal problems were provided with the organisation of co-curricular activities. Among the 15 desirable co-curricular activities organised in the DIETs, nearly three fourth of teachers were dissatisfied with the co-curricular activities like N.C.C, Karate, Judo training.

(ix) Only 4 DIETs had demonstration school of their own.

(x) Majority of demonstration schools concentrated on practice teaching and paid little efforts for carrying out research programme.

4.

(i) The male and female student teachers differed significantly in their average teaching competence and the female teachers had an edge over the male student teachers.

(ii) The difference between the teaching competence of student teachers in the subjects was not significant though the teaching competence of student teachers in social studies was higher than in the remaining subjects, viz., mathematics, science.

(iii) Teaching competence of the students was high in lesson planning and low in recapitulation and evaluation.
(iv) The teaching competence of student teachers belonging to the DIETs with the partially adequate staff was higher than that of those belonging to the DIETs with adequate staff.

5. There was no significant impact of the number of

(i) Co-curricular activities organised by the DIETs.

(ii) Co-operating schools used for practice teaching.

(iii) Difficulties experienced by the DIETs in making arrangements for practice teaching on the teaching competence of student teachers.

Gopalan, Beena (1993) carried out a case study of few District Institutes of Education and Training in Kerala. Major findings of the study were:

1. The literacy percentage ranged from 58.32 to 78.82 among districts, which were against the belief that Kerala had, achieve 100% literacy. The female literacy percentage was less than that of the men.

2. Audio-visual aids such as slides, slide projectors, maps, charts, cassettes, radio were available in all the DIETs did not have films, video cassette, VCR, TV etc.

3. Reference material, books newspapers were available in all the DIETs.

4. In all the five DIETS the pre-service offered was the Teacher Training courses (TTC).

5. Training programme for head teachers was also undertaken by DIETs.
6. District Resource Units of all the DIETs had organised programmes for adult education.

Manoj (1993) studied the "Competencies and training needs of DIET faculty members in DPEP districts of Kerala" the major findings of the study were:

1. Most of the faculty members working in DPEP-DIETs were men.

2. Majority of DPEP-DIET faculty members were from teaching background.

3. Almost all the faculty members of Kerala had a double post-graduation.

4. One third of the total DPEP-DIET faculty members were not willing no continue in the DIET.

5. DIET faculty members did not consider themselves least competent or not competent with regard to any of the competencies.

6. DIET faculty member did not perceive the need for a long-term training with respect to any of the competencies.

7. The DPEP-DIET faculty members in Kerala preferred to have:

   (i) Training programme outside the DIET.

   (ii) Seven to ten days for short-term training.

   (iii) Less than one month or one to three months duration for long term training.

   (iv) Institutionalized type of programme.
Ramamurthy (1994) made a study of the problems faced by the trainees in schools during the practice teaching programme. 50 Teacher Certificate Higher (TCH) trainees of one teacher training institute were chosen as the sample on the principle of purposive sampling. A self-made questionnaire was used as tool for collection of data, which was analysed in terms of percentages.

The major findings of the study are:

1. 92% of trainees got the experience of teaching in a single teacher school.

2. A majority of trainees did not get sufficient co-operation in schools.

3. A majority of schools split the classes for practice teaching.

4. 92% trainees got opportunity to act as class teachers for large classes.

5. Very few trainees organised co-curricular activities in schools.

6. A majority of trainees got guidance from their teacher supervisors.

Singh and Singh (1994) attempted to assess the educational level of government primary school teachers of Patiala district.

The sample of the study comprised 113 primary government school teachers of district Patiala. The relevant data were collected form the seminars
conducted at DIET. Nabha and secondary data were collected through official records. They were treated qualitatively.

The study revealed the following:

1. It was found that 55.76% of the teachers of government primary schools either did not try to improve their academic qualifications after joining the service as teacher, or tried but failed.

2. Corresponding percentage for lady teachers was higher than the corresponding percentage for male teachers.

3. The percentage of women teachers who had improved their qualifications in respect of academic degree was lower except for the Gyani/Prabhakar degree.

4. It was found that women teachers were generally more particular about their pay than their male counterparts.

Jangira, Singh and Yadav (1995) focused on the State Government teacher policy covering teacher recruitment procedure, demand and supply of teachers, initial posting, transfer policy and representation of female teachers in the work force.

The sample of the study comprised 1907 primary school teachers of the two districts in each of the states of Assam, Maharashtra, Karnataka, Kerala, Tamil Nadu, Orissa and five districts of Madhya Pradesh were selected through random selection technique. The tools used to collect the data were, State Policy on Teacher Training Guidelines, Schedule of SCERT Faculty, Schedule of
Districts/Block Education Officer, Training institute Information Schedule and Teacher Schedule. The collected data were treated with percentage.

The study revealed the following:

1. The recruitment procedure was centralized in some States.

2. Except Haryana and Madhya Pradesh the demand and supply of teachers was seen to be double.

3. There did not exist any common transfer policy in different states.

4. The minimum qualification for the teachers was +2 and matriculation. Teachers felt that the quality of initial training they received was not satisfactory.

5. There was mixed opinion about SES of primary teachers but the women teachers enjoyed a better economic status.

6. Teachers got no support from District Education Officer and they also felt that their promotional prospects were bleak.

7. The school problems faced included multigrade teaching and high rate of students' absenteeism.

Betageri (1996) studied the competencies and training needs of DIET faculty members in DPEP districts of Karnataka. The major findings were:

1. Most of DIET faculty members did not have post-graduation in education and their professional qualification was B.Ed.
2. All the faculty members had undergone one or the other training in elementary education.

3. DIET faculty members did not consider themselves least competent, not competent or highly competent. All of them considered themselves fairly competent.

4. Most of the faculty members required a short-term training programme with theoretical orientation. For a few competencies they did not require training at all.

5. The faculty members working in a particular wing of the DPEP perceived training as required to certain identified competencies.

6. Even though a DIET faculty member was likely to have more than 10 years of previous experience, his experience in DIET was below 2 years.

Mishra and Panda (1996) attempted to see the effect of B.Ed. and C.T. training on teachers' personality and feeling of stress and burnout with reference to their sex.

The sample consisted of 170 primary school teachers, in which 72 were untrained and 98 were trained. The trained teachers were classified on the basis of teacher training programme in which 69 teachers were under C.T. training (37 males and 32 females) and 29 (14 male and 15 female teachers) were B.Ed. trained teachers. The tools used to collect data included Burnout Inventory of Maslach, Jackson and Schwab, Locus of Control Scale of Rotter, and the Teacher Stress Inventory (TSI) developed by the author. The data were treated by using mean, SD and ‘t’ test.
The study revealed the following:

1. The difference between extreme points of Locus of Control was the highest in case of C.T. trained male teachers followed by C.T. female teachers, B.Ed. trained, and untrained teachers in that order.

2. Regarding teachers' stress feeling, the differences between extreme points were higher in untrained teachers and followed by B.Ed. trained female and male teachers and C.T. trained male teachers.

3. Regarding emotional exhaustion highest extreme point difference was observed in case of untrained male teachers, and extreme point differences were found decreasing in the cases of C.T. trained male teachers; B.Ed. trained teachers and untrained female teachers.

4. The difference between extreme points on depersonalization scores were highest in case of C.T. trained male teachers and followed by untrained male teachers, C.T. trained female teachers, B.Ed. trained male teachers and untrained female teachers.

5. Interaction effect between training and teacher's sex, the C.T. trained teachers were more internally oriented as compared to the B.Ed. trained and untrained teachers.

6. The male untrained teachers had largest mean locus of control score than the female untrained teachers. While among teachers having C.T and B.Ed teacher training certificate, female teachers showed largest mean locus of control scores than male teachers.
7. Untrained teachers were more emotionally trained by their job in comparison to C.T. trained teachers.

8. With regard to teachers' feeling of personal accomplishment the interaction effects between teacher's sex and teacher-training programme was significant.

9. The mean personal accomplishment scores of male untrained and B.Ed. trained teachers were low in comparison to female untrained and B.Ed. trained teachers. But in case of C.T. trained teachers it was just opposite.

10. Significant differences were observed in case of teachers' personality, emotional exhaustion and personal accomplishments. However, no significant effect was observed in case of teacher's stress feeling and depersonalization (burnout) feelings.

Singh and Kumar (1996) attempted to study the training needs of primary schools teachers.

The sample comprised 202 primary school teachers from two districts of Assam, i.e., Darrang (102) and Karbi-Anglong (100). These teachers belonged to two secondary schools, one was from the catchment area of the school randomly selected at the urban level from the district headquarters. The instruments used for collecting data were State Policy on Teachers Training and Guidance (SPTG), Schedule for SCERT Faculty (SSF), Schedule for District/Block Education Officers (SDEO) Training Institute Information Schedule (TIS), and Teacher Schedule (TS).
The study revealed that:

1. The minimum qualification for the post of a primary school teacher was matriculation in the state. There were about 15% undermatric and 59% matriculate teachers.

2. The minimum qualification for the post of a primary school teacher was 10 years' schooling in the state. About 42% of primary school teachers were untrained.

3. Percentage of teachers who underwent short-term in-service training during the last five years was as low as 12% in Karbi-Anglong and 48% in Darrang Districts.

4. Almost 8% of the teachers in Karbi-Anglong and 37% in Darrang reported that they could not use the learnt knowledge and skills because of non-availability of needed material, heavy teaching and non-teaching load, heavy syllabus and lack of support from their head teachers.

5. More than 90% of the teachers, both male and female, reported that they needed, in-service training.

6. Teachers reported that they needed training in the content of school students, methods of teaching, multigrade teaching, and play-way techniques for teaching.

7. Almost 60% of the teachers in Darrang and 34% in Karbi-Anglong desired the training to be organised in their own school. The rest desired training at the district level.

8. Consultation with teachers to assess their training needs, good arrangements for training, support to teachers to implement new ideas emerged as the three important
factors improving their willingness to participate in the in-service training programme.

9. More than 90% of the teacher in both the districts perceived their promotional prospects to be bleak.

Gaffor (1996) attempted to assess the material, human resources and the efficacy of various training programmes of DIETs.

The sample comprised 75 DIET teachers, 50 teachers from each branch of DIETs who attended the in-service training course, 500 school students and 10 heads of the schools of Kerala state. The tools used were questionnaire on DIETs, general data sheet for DIET teachers, School Organisational Climate Description Questionnaire, Rating Scale on Teaching Competence for Teachers, Checklist on Teaching Competence for Head of the Institutions, Opinionnaire on Teacher Behaviour for Pupils, Programme Evaluation Questionnaire for Pre-service and Programme Evaluation Sheet for In-service. The collected data were analysed using percentage, correlation, significance of difference between means and qualitative analysis too.

The study revealed that:

1. The availability and utility of material facilities and DIETs resources were not satisfactory.

2. A participatory democratic atmosphere was non-existent in a majority of DIETs.

3. The qualities of pre-service and in-service programmes of DIETs were also not totally satisfactory.
4. DIETs were basically not competent to carry out action research and experimental works.

Agarwal (1996) examined the quality of in-service teacher training programmes for primary school teachers.

The sample of the study comprised 283 subjects covering two groups of RFs training ($N = 112$) and four groups of teachers’ training programme ($N = 171$) under Special Orientation Programme for Primary School Teachers (SOPT) and District Primary Education Programme (DPEP) in the States of UP of Haryana. They were randomly selected. Observation schedule and achievement test in language teaching were used as tools to collect the data.

The study revealed the following:

1. Considerable amount of content was not transacted in the training programmes for RFs under SOPT (46.6%) and DPEP (39.6%) programmes.

2. Further loss was observed at teachers’ level as more contents were left out in SOPT (56.8%) and DPEP (49.6%) programmes.

3. Transactions during training were mainly through lectures and discussions. Group work/activities were too less. Demonstrations of activities were rarely done at both levels of training.

4. Training made significant gain in achievement of teachers on language teaching modules.
5. The initial loss (39.6%), transmission loss (18.2%) and total training loss (57.8%) under DPEP programme were less than the initial loss (46.9%), transmission loss (19.3%) and total training loss (62.2%) under SOPT programme. Transmission loss was seen from the RP level of training to the subsequent level of teachers’ training.

6. DPEP training programmes, compared to the SOPT programme, provided better quality of training in terms of

(i) More coverage of content of the instructional package,

(ii) Adoption of child-centered activities,

(iii) More gain in achievement in teaching of language,

(iv) Less loss of information.

Mohapatra (1996) identified intervention areas for improving teaching of EVS-II.

The sample consisted of 131 teachers drawn from 51 schools located in urban, rural and under-privileged sectors of the society. A tool with 103 items was developed to collect the data.

The study revealed the following:

1. About 7% the teachers had not undergone at least a C.T. course.

2. About 7% of the teachers were non-matriculates.

3. About 97% of the teachers did not have a science background (i.e., passed +2 with science.)
4. About 64% of the teachers had not attended any orientation/training programme within the last 5 years.

5. About 60% of the teachers did not know anything about MLL.

6. About 51% of the teachers had not undergone SOPT training with special reference to child-centered, activity-based, joyful teaching-learning structures.

7. About 70% of the teachers did not know how to set a diagnostic test item.

8. About 70% of the teachers had not seen the science kit box. They did not know how to use it.

9. The following concept domains were identified as hard spots for the teachers.

   (i) Class-III: Health and Hygiene, Characteristics of living beings in the context of animals and plants, Difference between man-made and natural objects and Difference between root and stem.

   (ii) Class-IV: Functions of root, stem and leaf, Rotation of the moon, Functions of heart, lungs and brain, Season and weather.

   (iii) Class-V: Occurrence of day and night in relation to rotation of celestial bodies, Light proportion, Uses of water, Cloud formation, Pollution of water, Producers of food, Machine and its uses, Work, Specific gravity and its calculation in simple cases, Maintenance of balance between the percentage of oxygen and carbon-di-oxide in the atmospheres.
Srivastava (1996) assessed the teacher training programmes provided under DPEP in 19 districts of Madhya Pradesh and 5 Districts of Maharashtra as a strategy for capacity building among teachers.

The sample of the study comprised 111 respondents including persons from State Resource Group (SRG), District Resource Group (DRG) and Block Resource Group (BRG), trainees, teachers, parents and Village Education Committee (VEC) members. They were drawn from 7 districts of M.P. and 3 districts of Maharashtra. In addition, 60 schools and 220 students were also observed in classroom settings through a structured observation schedule. The data were collected using questionnaires and personal interviews.

The study revealed the following:

1. The SCERT training programme emphasised child centered and learning centered teaching.

2. Story telling poetry, songs, plays, group games, toy making, creative activities, body control exercises, manipulation of objects and pictures were used for teaching in lower classes.

3. Dakshasikshan package stressed on MLL competencies and their evaluation.

4. Maharashtra had a 3-tier training system, viz., SCERT-SRG and DRG-BRG-teachers and headmasters.

5. Training programmes in Maharashtra concentrated on
   (i) Competency based teaching,
   (ii) Joyful learning,
(iii) Material development,  
(iv) Planning,  
(v) Girls' education,  
(vi) Puppetry, and  
(vii) Action research  

6. Training components in Madhya Pradesh programmes included  
(i) Competency based teaching,  
(ii) School readiness programmes, and  
(iii) Personality development through individual and group activities.  

Agrawal and Kamlesrao (1997) attempted to study the quality of in-service training programmes in relation to coverage of content and transactional studies and ascertain the extent of transmission loss in teacher training programmes.  

Two groups of resource person training and four groups of teachers trained under Special Orientation Programme for Primary Teacher (SOPT) and District Primary Education Programme (DPEP) projects in the state of U.P. and Haryana were randomly selected. Coverage of content and the mode of transactional strategies were observed using observation schedules.  

The study revealed the following:  

1. Considerable amount of content was not transacted in the training programmes for resource persons under DPEP and SOPT programmes.  

2. Further loss was observed at teachers' level as more content were left out.
3. Emphasis was on transmission of information and knowledge rather than on instructional strategies and activities.

4. Transactions during training were mainly through lectures and discussions. Group work or activities were too less.

5. The loss of information was more in SOPT than in DPEP training programme.

6. DPEP training programme, compared to the SOPT programme provided better quality of training in terms of more coverage, adoption of child-centered activities and less loss of information.

Khader (1997) attempted to outline a model for using strategic planning approach in choosing training inputs in the in-service training programmes for teachers.

The model is formulated based on the evidence emerging from the analyses of field reality and available research studies. By critically examining the field reality in terms of the prevailing patterns of training, entry level qualification, duration size of teachers, pupil teacher ratio, multigrade and non-multigrade system of schools. The paper points out the need for adopting planning approach in designing training inputs.

The study revealed the following:

1. There are evidence to the effect that systematic planning of training inputs – pedagogy and management strategies
facilitates teachers to perform their professional roles effectively. It means planning of training inputs did make a difference.

2. Indicators provided the framework for planning training inputs by facilitating the selection of training inputs, developing materials, executing training and verifying whether they make any difference. Obviously, indicators provided a framework for formulating a data based model in training by integrating development, training and research.

Lakshminarayan (1997) attempted to know the impact of Andhra Pradesh Primary Education Project (APPEP) training on teacher empowerment with special reference to professional skills of primary teachers.

The study revealed the following:

1. There were no differences in the attitude of male and female university teachers towards the major causes of population explosion and remedial measures in curbing the population explosion.

2. The teachers from various universities held a similar viewpoint that terrorism was used for violence, killing and intimidation. They emphasized that public in general should oppose terrorist's activities and discriminate and disregard them in terms of social, economic and political spheres.

3. There were no differences in the attitude of male and female university teachers towards the perception of terrorism, major causes of terrorism and possible steps to combat terrorism.
4. It was found that the university teachers held the same opinion that communalism was a hindrance in the way of social development. They expressed the need for teaching the students about the danger of communalism, major cause of communalism and remedial measures in combating communalism.

Mishra (1997) attempted to study the effect of module to empower the primary school teacher in developing local specific competencies based curriculum.

Fifty-two primary school teachers from three Blocks and one Municipality under Jeypore Education District constituted the sample of the study. Tools used include a module, worksheet and an observation schedule. The collected data were treated with percentages.

The study revealed the following:

1. Prior to the implementation of MLL based curriculum it was highly essential to orient the primary school teachers to know how to develop local specific competencies based different activities.

2. There was a positive impact of module to empower primary school teachers in developing competency based local specific curriculum.

3. There was appreciable empowerment of primary school teachers to enhance the achievement level of students in EVS I after the orientation.
Venkataiah (1997) attempted to study the impact of inputs such as adequacy of staff, student personal services, academic and auxiliary facilities, co-curricular activities and practice teaching provided in DIETs on teaching competency of student teachers.

A sample of 600 student teachers from six DIETs in A.P. was drawn following multistage stratified random sampling. The data fathering tools were Teaching Competency Scale and a questionnaire. The collected data were treated with mean, SD, 't' test and ANOVA.

The study revealed the following:

1. Student teachers belonging to DIETs with partially adequate staff were superior in their teaching competency compared to their counterparts in DIETs with inadequate staff.

2. Individual guidance in subject knowledge improvement and tutorial system had significantly influenced the teaching competency of student teachers.

3. More the academic facilities provided in DIETs, the higher was the teaching competency of student teachers.

Chandrashekharkar (2001) conducted an evaluative study of primary school teacher education programme in Andhra Pradesh.

The dependent variables were:

1. Perception of the student teacher, teacher educators and principals
2. Attitude of the student teachers teacher educators

3. Availability of material and infrastructural facilities.

Age, sex, education, locality, methodology, occupation, income, experience were independent variables.

In the present study the investigator constructed three types of scales:

1. Perception Scales
2. Attitude scales
3. Check-list

The present investigation is essentially a survey type of research pre-service teachers 23 DIETs. The investigator considered three categories of subjects namely student teachers, teacher educators and principals of DIETs. Investigator selected at random and cluster sampling technique.

The investigator personally visited all the 10 DIETs and with the permission of the Head of the Institution the self-explanatory instruments developed were administered on 500 student teachers, 101 teacher educators and 10 principals.

The major findings of study are:

1. On the basis of the student teachers perceptions it has been found that the following aspects are physical education activities and even the allotted time for them is considerably much less, their institution is for a way from the teaching practice schools, present system of examinations, hostel furniture and its surroundings, laboratories, library and water facilities are not
satisfactory, no leisure time for teachers to participate in any co-curricular and cultural activities. Curriculum is outdated.

2. Most of the student teachers are unhappy with disobedient students, non-academic additional responsibilities entrusted to them and for the lack of recognition to the teaching profession.

3. On the basis of teacher educators and principals perceptions, it has been found that the following aspects are alarming in the DIETs: inadequate bulbs, insufficient technical staff in laboratories, inadequate, insufficient staff to prepare teaching aids, inadequate sports material, furniture, teaching-learning material.

4. The teacher educators have expressed the less priority given to physical education, the lack of strict adherence to the administrative rules, the low emphasis on practicals, the meager chances to participate in co-curricular and cultural activities the lack of dynamism in in-service programmes.

5. From the response in the checklist. It has been found that out of 179 items of physical facilities, 34 items are not at all available in the DIETs covered under the investigation.

6. The investigator has observed personally the following deficiencies in the DIETs. Libraries very poor status, not well-equipped sports and games material, laboratories are in bad condition, inadequate audio-visual equipment, and lack of staff quarters.
Roddannavar (2001) studied critically the functioning of DIETs in Karnartaka.

The present study was conducted on a sample of 12 DIETs. For the various purposes certain sub-samples were also selected. To study the nature of PSTE branch 240 students, IFIC branch 60 teachers who participated in the course 600 primary school students were selected. For the purpose of the general evaluation of the in-service courses conducted by different branches such as ET, P&M, WE, and CMDE 60 teachers each who participated in the in-service courses were also selected. 12 DRU faculties were selected the DRU branches of DIETs.

The major findings of the study are:

There are 20 DIETs established between 1992-1995 in Karnataka state and all the DIETs are managed by DESRT, Government of Karnataka State.

1. Availability and utility of the Physical Facilities and Financial Resources of the DIETs.

   (i) Land Availability of DIETs: only Dharwad DIETs has required 10 acres of land whereas other DIETs have less land.

   (ii) Physical Infrastructure of DIETs: Availability and utility of physical infrastructure in DIETs are not satisfactory like that enough classrooms, office room, library, and laboratories. Audio visual room, computer room, Auditorium, staff room, workshop, store Room, canteen, principal's room, Toilets, Principal's Quarter, staff quarters, students Hostel etc.
(iii) **Availability and utility of Finance Resource of DIETs:** Only Dharwad, Mysore and Mannur DIETs have utilized the funds to the maximum extent. Even though rest of the DIETs have received similar sum of money they have not utilized the sanctioned money properly.

2. **Availability and utility of Human Resources of DIETs:** Only Dharwad and Mysore have required strength. But it was found that rests of the DIETs have 3 to 4 shortage of staff members. The required ministerial staff is 5 for each DIET. None of the DIETs have such strength.

3. **Institutional Climate of DIETs:** Dharwad and Mysore DIETs have the familiar climate, Bangalore and Yaramaras DIETs have the parental climate, Chikkamagalur, Kolar, and Mannur DIETs have the open climate, Ilakal, Mandya and kudige DIETs have the controlled climate, Bidar and Kamalapur DIETs have the Autonomous climate.

4. **Administrative Behaviour of the Principal:**

   (i) Bangalore and Yaramaras DIETs have the parental climate, the principals want the faculty to work in his way, but at the same time the principal as a parental guardian of DIET faculty, does not ignore the individual interest and hence his behaviours is perceived as highly considerate.

   (ii) In Chikkamagalur, Kolar and Mannur DIETs open climate exists. The principals of these DIETs are highly considerate and democratic in nature so all of them feel ‘all of a piece’
(iii) Bidar and Kamalapur DIETs, autonomous climate exists. So the principals are characterised by absence of active leadership mixed with average control. It is perceived as an element of Psychophysical hindrance.

(iv) Familiar climate exists in Dharwad and Mysore DIETs. The principal here exercise leadership in an indirect manner and tries to keep production satisfactory. His behaviour is job oriented but does not hinder the social needs satisfaction on the part of teachers controlled climate exists the principal acts in a dictatorial manner group involvement is heaves encouraged. The human aspect of individual is neglected.

5. **Behaviours of the Teachers:**

(i) Open climate exists DIETs teachers here get social needs satisfaction as well as job satisfaction and enjoy service accomplishment in their job and higher degree of interaction. Hence they treat the children properly.

(ii) Autonomous climate exists the DIETs teachers are friendly to each other, they satisfy their social need to greater extent.

(iii) We find familiar climate, in which both the teachers and principals are friendly to each other, they have healthy personal relationship also case the children more affectionately and help them timely.

(iv) In Mandy and Kudige DIETs, there exists controlled climate. Teachers are highly task oriented at the cost of social needs satisfaction. Principal acts in a dictatorial manner, no group involvement. Teachers help the students only in institution and too.
6.(a) Pre-service and In-service Education in DIETs.

(i) General Nature of Pre-service Training in DIETs:
Name: Teacher course Higher. Number 60 students.
Duration 2 years. Selection for TCH for all the DIETs is being done by CAC Bangalore, they are simply following the state syllabus, lecture method, project method, group activities, self study, Dramatization and Role play followed by all the DIETs during the course.

(ii) Evaluation of the work Efficiency of the Pre-service Teacher Education: Only Dharwad and Mysore DIETs are having sufficient number of staff whereas in the other DIETs there are shortages of 2 to 3 lecturers.

(iii) Problems and Limitations: The following problems and limitations are observed by DIET students in the working of pre-service teacher education of DIETs. Library facilities are inadequate, less time is allotted for practice teaching, no sufficient time to prepare teaching-aids by the art teacher, heavy workload. No proper co-ordination among the staff.

(b) In-service Teacher Education of DIETs

General Nature of the In-service teacher education: IFIC branch of DIETs have to conduct 5 courses in a year and duration of the course is 21 days. Branches of ET, WE, CMDE of DIET should conduct 5 courses each in a year and duration of the course is 15 days. DRU of each DIET has to organise 10 courses in 2 to 3 days.
Only Dharwad and Mysore DIETs claim that they conducted surveys to identify the training needs of the teachers of the districts.

7.

(i) Adult Education and Non-formal Education: Only Kolar, Dharwad and Mysore DIETs have conducted programmes other than providing in-service training for adult education workers and conducted survey in relation to the needs of adult education. None of the selected DIETs is publishing any book or journal related to AE. No DIET, except Dharwad, gave the details of the assistance of school complexes. Dharwad DIET seeks assistance of senior teachers who actually in the field of social work.

(ii) Women Education: No special training was provided by any of the selected DIETs for the women teachers. Special training was also not conducted for men teachers in sensitizing them. About the goal of women education in any DIETs.

(iii) Vocationalization of Education: All DIETs responded that they have to play horok in the vocationalization of education of the district.

(iv) Education of Scheduled Castes, Scheduled Tribes and Minorities: None of the selected DIETs conducted any programme in the education of SCs, STs and Minorities.

(v) Education of Handicapped Children: In this case also no DIET has undertaken any step for the education of the handicapped children.

3.2 Research Studies on Home Climate

Chakrabarti, Sharmistha (1999) conducted a critical study of Family Problems Faced by the Learners, Socio-economic Status, Physical Facilities Available in Literacy Centres, Organizational and Instructional Aspect of Literacy Programme and their Relation with Literacy Achievement of Female Learners in West Bengal. Research project, University of Calcutta. (NCERT, ERIC funded).

Objectives: The study intended to find out the difficulties faced by the female learners at home for attending literacy classes, the physical facilities available in the literacy centre, socio-economic background of the learners, organizational aspect of literacy programme and its relation to the literacy achievement.

Method: The sample consisted of 320 learners within age range of 9-10 years, selected from twenty-two literacy centres of two districts viz. Birbhum and South 24 Parganas of West Bengal. The data was collected through literacy achievement test, socio-economic background questionnaire, physical facilities check-list. Statistical techniques like CV, correlation of coefficient, 't' the data was analysed qualitatively. Findings: (1) Students in literacy centres were mostly females from either Hindu or Muslim community
and the main occupation of the guardians was agriculture and the main occupation of the guardians was agriculture and the per capita income of the family was around Rs. 100 to Rs. 300. (2) The female learners were found to be poor in writing skills due to non-availability of writing materials and non-adoption of scientific method of teaching for developing writing skill. (3) The performance of ST learners was found to be significant correlation between per capita income of the learners was found to be poor due to language problem. (4) It was found that there was no significant correlation between per capita income of the learners and their achievement. (5) The learners, who engaged in some other occupation performed better than those learners who were not engaged in any other occupation. (6) Educational level of the family influenced learners' literacy achievement. (7) Instructor was found to be the most significant factor of any literacy programme influencing success and failure of literacy programme in a decisive manner. (8) The nature and quality functioning of the centre was found to influence the achievement in literacy of the learner. (9) The rate of literacy was found higher where the supervisor, village committee and panchayat were working together for organising literacy centres.

3.3 Research Studies on Teaching Competencies


The objective of the study were (i) to study the relationship between the teachers demographic variables and the teaching competency, (ii) to study
the relationship between other presage variables (the teacher's attitude toward teaching, interest in teaching, self-perception for his teaching behaviour and intelligence) and the teaching competency, (iii) to study the relationship between the teaching competency of secondary language teachers and product variables in terms of academic achievement and pupils liking of the teaching behaviour of their teachers.

The sample consisted of 107 teachers (48 teachers of Hindi and 59 teachers of English) and 9360 students. The tools used were: (i) teacher attitude scale by Grewal, (ii) interest inventory for teachers by Grewal, (iii) standard progressive matrices, (iii) teachers' self-rating scale, (v) the pupils' liking scale, (vi) classroom observation schedule, (vii) achievement test in Hindi. The principal component analysis, varimax rotation, 't' test, correlation and analysis of co-variance were used to analyze data. The major variables are: teaching competency, demographic, presage and product variables.

The major findings of the study were: (i) some of the major skills of competencies identified were: giving assignment, loud reading, asking questions, introducing a lesson, managing the classroom, using blackboard, pausing, using reinforcement, avoiding repetition, dealing with pupil's response, audibility, shifting sensory channel etc., (ii) the male and female teachers did not differ in their competency, (iii) there was positive significant correlation between the age of the language teachers teaching at the secondary level and their teaching competency, (iv) there was negative correlation between the self-perception of the language teachers and
teaching competency. (v) there was significant positive relationship between the teachers' teaching competency, the liking of their pupils of their teaching behaviour and the academic achievement of the pupils of grade IX in Hindi.

Choudhari, K. (1985) focused on a factorial study of the teaching competencies of teachers teaching English at the secondary school level.

The objective of the study were: (i) to identify the competencies required of a teacher teaching English, (ii) to explore how the competencies identified varied with demographic variables of teachers, (iii) to determine the relationship of the competencies identified with the presage variables of teachers, (iv) to investigate how the competencies identified varied with contextual variables of rural and urban teachers. The sample consisted of 178 teachers teaching English. The tools used were: (i) Rawen's standard progressive matrices, (ii) teachers attitude scale, (iii) interest inventory, (iv) self-perception scale. The factor analysis using the principal component method with varimax rotation, 't' test, product moment correlation were used to analyze data. The major variables were: teaching competency, demographic, presage, product and contextual variables.

The major findings of the study were: (i) the pedagogical domains of teaching competency in English consisted of 12 competencies which were independent of one another, (ii) the competency structuring questions accounted for 32 percent variance and correlated significantly with both the product variables, (iii) all the competencies correlated positively with the product variables, (iv) the contextual variables of location of school had an
effect on half the number of competencies, (v) teachers' intelligence and attitude were found to be associated with source of the competencies.

Sathiyagirirajan, S. (1985) focused on competency, personality, motivation and professional perception of college teachers.

The objective of the study were: to find out the extent of relationship between competency of college teachers and their personality, motivation and profession perception. The sample consisted of 300 college teachers. The tools used were: (i) teacher competency rating scale, (ii) self-actualization person inventory, (iii) Cattell’s 16PF questionnaire, (iv) Tuckman’s teacher feedback form, (v) Patted’s teaching profession perception scale. The correlation, ‘t’ test, regression analysis were used to analyze data. The major variables were: teacher competency, some selected variables.

The major findings of the study were: (i) teacher competency was related to intelligence, emotional stability, conscientiousness, tender mindedness, trusted nature, placid nature, self-sufficiency and related factors of Cattell’s 16PF questionnaire, (ii) it was significantly related to creativity, dynamism, organized demeanor and warmth and acceptance, self-actualization and profession perception of teachers, (iii) the more competent teachers significantly differed from the less competent teachers in all the above variables, (iv) those variables that correlated significantly with teacher competence, inter-correlated with one another significantly.
Subbaraya, P. (1985) focused on a study of teacher effectiveness, research and publication and self-concept.

The objective of the study were: (i) to find out the significant relationship of teacher effectiveness in terms of gender, (ii) to find out the significant relationship between teacher Effectiveness and self-concept. The Sample consisted of 91 teachers. The tools used were: (i) Visakha teacher effectiveness battery (VTEB), (ii) saran's self-concept inventory (SCI), (iii) research and publication index card (RPIC), (iv) student evaluation form, (v) colleagues evaluation form, (vi) self-evaluation form. The percentage analysis, 't' test and correlation were used to analyze data. The major variables were: teacher effectiveness and self-concept.

The major findings of the study were: (i) there is no significant difference among male and female teachers in respect of teacher effectiveness, (ii) there is significant relationship between teacher effectiveness and self-concept.


The objective of the study were: (i) to study the effect of school organizational climate on teacher effectiveness, (ii) to study the effect of school organizational climate on teaching competency. The sample consisted of 800 teachers of class IX, X and XI along with 92 principals of those schools. The tools used were: (i) school organizational climate description
questionnaire by Moti Lal Sharma, (ii) the general teaching competency scale by B.K. Passi and M.S. Lalitha, (iii) the teacher effectiveness scale by Parmod Kumar and D.N. Mehta. The mean, *t* test, coefficient of correlation, ANOVA and 'T' ratio were used to analyze data. The major variables were: teacher effectiveness, organizational climate and teaching competency.

The major findings of the study were: (i) teacher working in schools situated in industrial areas were found better in teaching competency than teachers working in semi-urban and rural areas, (ii) teachers working in schools situated in urban areas were better than teachers of all other areas in both teaching competency as well as teacher effectiveness, (iii) a positive and significant relationship was observed in the teacher effectiveness and teaching competency of teachers in different types of organizational climates.


The objective of the study were: (i) to identify factors that affected the teaching competence of B. Ed. trainees, (ii) to assess the teaching competence of B. Ed. students using appropriate tools, (iii) to make differential and correlational studies between teaching competence and various factors. The sample consisted of 610 students of colleges of education in Tamil Nadu under the category of physical science and 1500 school pupils. The tools used were: (i) questionnaire to measure teaching competence, (ii) self-evaluation scale to measure teaching competence, (iii) pupils evaluation scale to measure teaching competence. The mean, standard deviation, *t*-test, correlation were
used to analyze data. The major variables were teaching competence, micro
teaching skills.

The major findings of the study were: (i) pupil’s evaluation scores was
accumulated at the higher end of scores (80-95), self-evaluation scores were
between 50 and 85, and professor’s scores ranged from 45 to 65 with regard
to the teaching competence of B. Ed. students, (ii) it was found that training in
the skills of demonstration and microteaching significantly increased teaching
competence, (iii) the type of management, the time of admission to the B. Ed.
course and the teacher-pupil ratio were the factors that affected the mean
teaching competence of B. Ed. trainees in almost all colleges of education in
Tamil Nadu, (iv) female teacher trainees, teachers who taught in girls schools,
teacher trainees who got a first class in degree examinations and teacher
trainees with higher socio-economic status scored significantly higher in
teaching competence than others, (v) there was a negative correlation
between age and teaching competence scores.

Singh, R.S. (1991) focused on teacher’s effectiveness as related to
teachers attitude towards teaching profession.

The objectives of the study were: to determine the degree of
relationship between the scores of teachers’ effectiveness and their attitude
towards teaching profession for the rural and urban teachers separately. The
sample consisted of 135 rural and 195 urban teachers were selected from 22
intermediate colleges. The tools used were: (i) the teachers’ effectiveness
rating scale, (ii) the Ahluwalia teacher attitude inventory. The correlation
coefficient was used to analyze data. The major variables were: teacher effectiveness and teacher attitude.

The major findings of the study were: (i) there is a positive relationship between the teachers' effectiveness and their attitude towards teaching profession, (ii) urban and rural teachers do not significantly differ in their attitude towards teaching profession and teacher effectiveness.

S. Santhana Krishnan and Jameela Raja Singh (1994) focused on impact of teacher's sex, socio-economic status and locale on teaching effectiveness.

The objectives of the study were: to study the main and interactive effects of sex, area of residence and socio-economic status of the teachers upon teachers effectiveness. The sample consisted of 131 teachers working in higher secondary schools. The tools used were: (i) The census report, 1991, (ii) the personal questionnaire, (iii) teacher effectiveness scale by Kumar and Mutha. The 3 Way Analysis of Variance was used to analyze data. The major variables were: sex, socio-economic status of teachers and teacher effectiveness.

The major findings of the study were: (i) the main effect of the sex, socio-economic status and locale of the teachers on teacher effectiveness were not significant, (ii) the teachers' sex, socio-economic status and locale do not have any individual impact on teacher effectiveness.

The objectives of the study were: to find out whether job satisfaction can predict perceived teaching competence. The sample consisted of 130 physical science teachers in secondary schools of Kerala. The tools used were: teaching competence rating scale and job satisfaction questionnaire. The Multiple correlation analysis, 'R' in terms of beta coefficients and zero order 'y's. the major variables were: Job satisfaction and perceived teaching competence.

The major findings of the study were: Perceived teaching competence was found to be significant.

Radha Mohan (1997) focused on teaching effectiveness of physical science teacher trainees and certain selected variables – a casual path approach.

The objectives of the study were: to examine the teaching effectiveness of physical science teacher trainees. The sample consist of 48 physical science teacher trainees. The tools used were: (i) general science attitude scale, (ii) Kakkar interest in teaching scale (KITS), (iii) teaching effectiveness rating scale. The coefficient of regression equations, standard deviation were used to analyze data. The major variables were: academic achievements, science attitude, interest in teaching and content knowledge.
The major findings of the study were: (i) an effective teacher trainee should have good cognitive strategies – good questioning skills and clear in presentation, (ii) an effective teacher trainee must have good affective strategies – good interpersonal relationship with students, (iii) a sound knowledge based on the subject and content is important to be an effective teacher, (good use of blackboard and audio-visual aids are not an asset or essential to become an effective teachers.

**Studies Abroad-in Detail**

Cochran, Judith; Mills, Carl (1983) focused on ESL teacher effectiveness as measured by student performance on the English language proficiency test.

The objective of the study was: To identify and measure the specific teaching competencies of English language teachers at the American University in Cairo. The sample consisted of 31 English language teachers in the Department of Public Service and their 333 students. The tools used were: (i) English language proficiency test, (ii) instrument for observing teacher activities. The correlation was used to analyze data. The major variables were: academic achievement, classroom techniques.

The major finding of the study was there was no significant relationship between nine indicators of teacher competency and high or low student achievement.
Hirst, Walter Allen; Bailey Gerald, D. (1983) focused on a study to identify effective classroom teaching competencies for community college faculty.

The objectives of the study were: to determine the perceptions of community college teachers in Kansas of the competencies required for effective teaching. The sample consisted of 255 full-time instructors at 19 Kansas Community Colleges. The tools used were: teaching competency questionnaire. The major variables were: instructor behaviour, course content, student behaviour.

The major findings of the study were: (i) 16 competencies were rated as 'highly important' including 7 related to instructor behaviour, 6 to course content and 3 to student behaviour, (ii) the top ranked competencies were communicating respect for each student, conveying interest in the subject and its importance and informing students of expectations at the start of the semester.


The objective of the study was to identify the most important teaching competencies perceived by pre-service and in-service teachers. The tools used were: teaching competency questionnaire. The correlation, mean were used to analyze data. The major variables were: teacher attitude, teaching skills.
The major findings of the study were: (i) pre-service teachers viewed 16 competencies as important and in-service teachers viewed 25 as important, (ii) nearly all the competencies were viewed as being of at least moderate importance.

Cochran, Judith; Mills, Carl (1984) focused on teacher competency as determined by student achievement.

The objectives of the study were: to identify specific teaching competencies as demonstrated by teachers whose students performed above average on a standardized proficiency test. The sample consisted of 31 elementary school teachers in the seven educational zones of Cairo, Egypt. The tools used were: competency-based observation instrument. The mean, t-test, correlation were used to analyze the data. The major variables were: Teacher Competency, Student Performance.

The major findings of the study were: There is no significant correlation between the nine areas of teacher competency and high or low average student performance on standardized tests.

Frame, Stanley, M. (1990) focused on the effect of employment location on perceptions of teaching competencies among first year teachers.

The objective of the study was to study the effective implementation of thoughtful follow-up studies of teacher education programme for graduates. The sample consisted of 151 first year teachers. The tools used were:
teacher competency questionnaire. The ANOVA were used to analyze data. The major variables were: teaching skills, teacher employment.

The major findings of the study were: (i) teachers were generally quite positive about their training, (ii) competence in planning were rated highest, followed by communication empathy, instrumental effectiveness, and behaviour/record management, (iii) the region of employment had a statistically significant effect on perceptions of competencies in behaviour/record management and communication/empathy.


The objective of the study was: to determine if pre-service teachers perceived that state mandated teaching competencies were important and if they felt competent in these mandated areas. The sample consisted of 313 pre-service teachers enrolled in elementary education at Mississippi State University and Florida State University. The tools used were: pre-service teachers' perceptions of teachers effectiveness. The mean was used to analyze data. The major variables were; teacher effectiveness, teaching skills, pre-service teacher education.

The major findings of the study were: (i) the pre-service teachers perceived items pertaining to planning classroom instruction, and school environment to be important and that they felt competent on the items, (ii)
they perceived the teaching competencies included in the state's evaluation instruments to be important and also felt competent on these items.

Stolworthy, Reed L. (1990) focused on teaching competencies in pre-service teacher education: a study of the analysis of variance in the evaluative efforts.

The objectives of the study were: to determine the degree of variance found existing among three different groups of evaluators relative to their assessments of the teaching competencies demonstrated by pre-service teacher education students. The sample consisted of 60 pre-service teacher education students. The tools used were: rating scale. The descriptive and inferential statistics, mean, analysis of variance were used to analyze data.

The major findings of the study were: (i) The mean values were not significantly different for the three groups of evaluators, (ii) the greatest differences were found between the evaluation derived from the student teachers and those obtained from co-operating teachers and university supervisors on maintaining a professional appearance, (iii) another significant difference between the student teacher’s evaluations and those of the co-operating teachers had to do with using appropriate resources for the development of lessons.

Onukaogu, Chukwuemeka Eze (1991) focused on the role of teaching competence in effective reading comprehension within the use of English programme with Nigerian university.
The objective of the study was to examine the competence of English teachers and the types of classroom interaction in a Nigerian University. The sample consisted of 240 first-year undergraduates. The tools used were: (i) reading-comprehensive tests, (ii) classroom interaction were observed. The mean, correlation were used to analyze data. The major variables were: communication skills, teacher behaviour.

The major findings were: (i) teaching competence is an important factor in the inculcation of communication competence and is a product of an adequate education program, (ii) experimental teachers were rated 84.5% while control teachers were rated 34% on five performance categories, (iii) experimental students scored much better on the past test than the control students.

Huguenard and Terri Layne (1992) focused on the relationship between teacher efficacy, certification and student achievement.

The objectives of the study were: (i) to examine whether teacher certification and subject area teaching responsibilities have impact on teacher efficacy, (ii) to validate the correlation between teacher efficacy and student achievement at the middle school level. The sample consisted of 144 teachers. The tools used were: Gibson and Dembo teacher efficacy and professional employment survey. The ANOVA and ANCOVA were used to analyze data. The major variables were: Teacher efficacy and student achievement.
The major findings of the study were: (i) there is no significant
difference between elementary and secondary certified teachers on teaching
efficacy scores, (ii) there is no statistical significant difference between the
test scores of students whose teachers possess high and low teaching efficacy
scores, (iii) approximately half of the teachers plans for improving instruction
were based on student outcomes.

Walker, Linda (1992) focused on perceptions of pre-service teacher
efficacy.

The objective of the study were: to determine if there was a
significant difference in the perceptions of student teacher’ efficacy as
measured by themselves, their cooperating teachers, and their university
supervisors. The sample consisted of 24 student-teachers, 25 classroom
teachers and 8 university supervisors. The tools used were: student-teacher
competency scale and Mississippi teaching competence. The ANOVA were
used to analyze data. The major variables were: performance factor, self-
efficacy, teacher effectiveness.

The major findings of the study were: there was significant difference
among the three types for the following items: using a variety of teaching
methods, attending to routine tasks, demonstration of warmth and
friendliness, evaluation of pupil progress, following school policies,
maintaining accurate pupil records and conferencing with parents.
Dwyer, Joyce Elizabeth (1997) focused on using outcome of instruction to improve teaching quality.

The objective of the study were: to examine the ways the teachers evaluate student outcome, evaluate their own teaching effectiveness and how they use that information to improve their teaching. The sample consisted of 5 Elementary school teachers. The tools used were: (i) open ended survey for teacher perception, (ii) interviews and observations. The descriptive statistics, comparative analysis were used to analyze data. The major variables were: student outcome, teaching effectiveness.

The major findings of the study were: approximately half of the teacher’s plans for improving instruction were based on students’ outcome.

Meadows and Plaudy Mae (1997) focused on teacher leadership style and teacher effectiveness.

The objectives of the study were: (i) to explore the relationship between teacher leadership and teacher effectiveness, (ii) to evaluate the efficacy of Fielder’s contingency theory of leadership in an educational setting. The sample consisted of 134 instructors and 2141 students. The tools used were: Fielder’s least preferred Coworker scale (teacher effective scale) and tool on leadership style. The correlation and ‘t’ test were used to analyze data. The major variables were: teacher effectiveness, student academic performance and teacher leadership style.
The major findings of the study were: (i) there is no significant relationship between teacher leadership and teacher effectiveness, (ii) it is found that there is a significant relationship between teacher effectiveness and student academic performance.

Pun Thongchumnum (2000) focused on the relationship between teaching competency and the academic achievement of science program students of the faculty of education, prince of Songkla university.

The objectives of the study were: (i) to study the relationship between teaching competency and the academic achievement of Science program Fourth year students. The sample consisted of 151 Science Program fourth year students. The tools used were: students achievement records, student teaching behaviour observation form. The mean, standard deviation, one-way ANOVA, correlation, multiple linear regression analysis were used to analyze data. The major variables were: teaching competency, academic achievement.

The major findings were: (i) there was a significant difference in the subjects’ academic achievement in each area of the three-group course at the 0.05 level, (ii) there was a significant difference in each of the six specific skills in the subjects’ teaching competency at the 0.05 level, (iii) the relationship between the students’ academic achievement in the three-group courses and six specific skills of teaching competency was not of a linear one.
3.4 Research Studies on Teachers’ Attitude Towards Profession

NCERT (1971) studied the reaction of teachers towards teaching profession.

The sample consisted of 6,558 teachers of middle section of 377 schools attached to high and higher secondary schools and intermediate colleges of all the States including Union Territories except Nagaland, Andaman Nicobar Islands, Dadra and Nagar Haveli, and Lakshadeep and Minicoy Islands. The tools used were: Likert Type Attitude Scale consisting of 34 statements; 16 indicated positive and eighteen indicate negative attitude towards teaching profession.

Major findings of the study were: (i) The attitude of teachers differed significantly under different managements; (ii) The tenure of service did not affect the attitude of teachers; (iii) The attitude of male and female teachers differed significantly; (iv) Marital status did not influence the attitude of teachers towards the profession; (v) Younger teachers showed more positive attitude towards the profession than older teachers; (iv) Experience and positive attitude were inversely proportionate; (vii) Teachers with lower educational qualifications were having more positive attitude towards the profession than the teachers with higher educational qualification; (viii) The attitudes of trained and untrained teachers did not differ significantly on negative items; and (ix) Training appeared to be a contributing factor in the development of apparent positive attitudes.
Mehrotra (1973) studied the effect of teacher education programmes on the attitude of teachers towards the teaching profession.

The scale prepared by the method of summated rating on the lines suggested by Likert was used to measure teacher trainees attitude towards teaching. The data collected from the full-time and correspondence course students of the 1968-69 session. The main findings were: (i) The attitude of those who completed the course was more favourable than that of those who did not; (ii) The mean score of the full-time students who left the course after the first administration was much lower than that of the other 121 who completed it; (iii) The mean attitude score of full-time students was lower than that the correspondence course students at the beginning of the course but it was higher at the end; (iv) In both the groups the attitude of women students was more favourable than that of men; (v) The attitude of male students of the correspondence course was more favourable than that of the full-time course men, both at the beginning and at the end of the course; (vi) The attitude of correspondence course women was more positive than that of full-time course women in the beginning but was lower at the end; (vii) The attitude of full-time science students was more favourable than that of the humanities students while in the correspondence course group, the attitude of humanities students was more favourable than that of the science students; (viii) The attitude of science students in the full-time course was more positive than that of such students in the correspondence course, while in the case of humanities students, correspondence course students scored better than the full-time students; (ix) The attitude of some age groups towards the teaching
profession at the end of the course was less than at the beginning; (x) The attitude was more favourable with higher age group and it increased as the age increased except a decrease in-between the age group thirty-two to thirty-six; and (xi) The attitude became more positive with more teaching experience except for the group with thirteen to seventeen years of experience.

Saran (1975) studied the teacher’s attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience.

The sample consisted of 1000 teachers from four western districts of U.P. Of these, 510 were male teachers and 490 were female teachers. The tools used were Chatterjee’s Non-Language Preference Record, Vyktitva Parakh Prashnavali and Edward personal Preference Schedule. The major findings were: (i) The attitude of teachers towards the teaching profession was positive; (ii) Interest was positively related with attitude towards the teaching profession. The teachers who had a positive attitude showed more interest in literary and mechanical fields, while teachers with negative attitude showed more interest in the field of agriculture and sports; (iii) Adjustment and attitudes were not directly related to each other; (iv) The needs of achievement, abasement, endurance, and autonomy had hardly any influence on the formation of attitude towards teaching profession; (v) Attitude towards teaching profession was not positively related to experience in the teaching profession as well as age; (vi) Level of education was positively
related to degree of attitude towards the teaching profession; (vii) Level of education had no relationship with home adjustment and social adjustment. It was negative related with health adjustment, emotional adjustment and college adjustment were positively related with level of education; (viii) Teaching experience and adjustment were not significantly related; (ix) Needs of achievement and abasement were closely related to the level of education; and (x) The amount of experience and need of achievement were positively related to each other. Need of abasement was positively related to the amount of experience. The needs of autonomy and endurance showed no relationship with amount of experience.

Sukhwal (1977) studied the attitudes of married lady teachers towards the teaching profession.

As many as 500 married lady teachers selected from fifty schools of five administrative divisions of the State. An Attitude Scale and an Open-Ended Questionnaire were used to collect the data. The major findings were: (i) Majority of the teachers favoured the 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 profession; (iii) Experience played a great role in the development of favourable professional attitudes; (iv) Three was an increase in the favourable attitude towards the profession 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; and (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. The area ‘personal’ accounted for the maximum number of problems and the area ‘educational’ accounted for minimum number of problems.

Jaleel and Pillay (1979) studied the bureaucratism of college teachers and their attitude towards teaching profession.

The sample comprised twenty-seven college teachers from twenty-one different colleges. Gordon’s work Environment Preference Scheduled (WEPS) consisting of twenty-four items was used to collect the data. The major findings of the study were: (i) Nearly tow-thirds of the college teachers in the sample were highly bureaucratic; (ii) the age and experience of college teachers appeared to have definite positive relationship with their attitude towards the teaching profession. As teachers grew in age and experience their attitude towards the teaching profession grew more favourable; (iii) Bureaucratism was negatively correlated with age and experience; (iv) Bureaucratism as an aspect of personality was related to the attitude of college teachers towards the teaching profession; and (v) The teachers who had developed sound attitude towards the teaching profession were relatively more traditional and impersonal.
Debas (1979) studied the children perception of teachers' attitude towards them and its relationship with self-perception, home environment and school achievements.

The sample consisted of all male students of Class IX studying in government boys' higher secondary schools of Delhi in north district, having Hindi as medium of instruction and belonging to different cultural backgrounds. The tools used were: Advanced Progressive Matrices for measuring intelligence, a Cultural Status Scale was developed by the investigator for measuring home environment or cultural status of students and Pupil's Characteristics Rating Scale.

The major findings of the study were: (i) Children's perception of teachers' attitude towards them was significantly related with pupils' self-perception, teachers' perception of pupils' characteristics and school achievement (in physical sciences), whereas, it was not significantly related with the cultural status of students; (ii) Teachers' attitude towards children coming from advantaged homes was more favourable than towards children coming from disadvantaged homes; and (iii) School achievement (in physical sciences) was not significantly related with the cultural status whereas, teachers' attitude (as measured in terms of their perception of pupils' characteristics) towards students was likely to affect their school achievement (in physical sciences).

Bhandarkar (1980) studied polytechnic teachers' attitude towards teaching profession and its correlates.
The sample is 400 teachers of eighteen polytechnics of Maharashtra, 137 from urban areas, 249 from semi-urban areas and 14 from rural areas. A Thurstone – Type Scale was used. The main findings of the study were: (i) The mean attitude rating ranged between 3.77 and 9.50; (ii) Compared to the norm developed on the state-level sample, the teachers of both the rural polytechnics had unfavourable attitude; in the semi-urban area the teachers of six polytechnics had neutral attitude, the teachers of four polytechnics had unfavourable and of one favourable attitude; in the case of urban polytechnics the teachers of three polytechnics were neutral, of one unfavourable and of one favourable; (iii) On each of the sub-dimensions the mean attitude ratings were the highest for the urban teachers, followed by the semi-urban and the rural teachers although the differences were not significant; (iv) The attitude towards the teaching profession was not significantly related to the qualifications of the teachers; (v) There was a significant and positive relationship between the age of the teachers and their attitude towards the teaching profession; (vi) The trained teachers’ mean attitude score was significantly higher than the mean attitude score of the untrained teachers; and (vii) The job mobility and family problems were not significantly related to teachers’ attitude towards the teaching profession.

Ramakrishnaiah (1980) studied the job satisfaction, attitude towards teaching and job involvement of college teachers.

The sample for the study was 400 teachers equally distributed between the two managements (government and private), two sexes (male
and female) and two levels (senior and junior). The sample was selected by a multi-stage stratified random sampling procedure from college teachers working in S. V. University area. The instruments used to collect the data included Job Satisfaction Inventory, an inventory to measure Attitude Towards Teaching, Job Involvement Inventory, a Socio-economic Status Scale Questionnaire and a personal data sheet. 2 x 2 x 2 factorial design, and analysis of variance.

Among other things, the study revealed that: (i) College teachers, in general, were satisfied with their job; (ii) Teachers working in private colleges were more satisfied than those working in government colleges; (iii) Female teachers were found to be more satisfied than the male teachers; (iv) There was no significant difference between the level of job satisfaction of junior college teachers and of degree college teachers; (v) Teachers belonging to different socio-economic strata did not differ in the level of their job satisfaction; (vi) Teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction; and (vii) The level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

Mann (1980) made a study on some correlates of success in teaching of secondary school teachers.

The study was conducted on 1,800 male and female teachers working in high/higher secondary schools of Punjab. To collect data two sets of tools were used. The first set of tools consisted of the 16PF Test, Teacher Attitude
Inventory (TAI) along with academic achievement scores of teachers, the achievement scores of teachers in professional courses and teaching experiences of teachers in number of years of service. The second set of tools consisted of a scale to measure teaching success. The scale had different items on different aspects like professional skills, personal qualities and social skills. The scale was rated by heads of schools, colleagues and students.

Among other things, the study revealed that: (i) The personality factors A, B, C, G, H, N, and Q had significant positive relationship to teaching success and factors F, I, O and Q had negative relationship; (ii) The personality factor of successful and unsuccessful teachers differ with respect to eleven factors. The successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life, effective in adjustment, dependable, conscientious, persevering, responsible and dominated by sense of duty, socially aware, spontaneous and abundant in emotional responses, practically independent, polished, experienced and analytical and less tense than unsuccessful teachers; (iii) The relationship between attitude of teachers towards the teaching profession, classroom teaching, child-centered practices, educational process and success in teaching was significant; (iv) The successful teachers had more healthy attitude towards the teaching profession and allied aspects than the unsuccessful teachers; (v) Both academic achievement had positive relationship with teaching success; (vi) Teaching experience was not related to success in teaching; (vii) There was significant difference in personality
characteristics, attitude towards the teaching profession and allied aspects, academic achievement and achievement in professional courses of successful and unsuccessful teachers; and (viii) Personality characteristics, attitude towards the teaching profession and allied aspects, academic achievement and achievement in professional courses were determinants of success in teaching.


All the ninety teacher-trainees enrolled in the L. T. course (general) of the Government Central Pedagogical Institute, Allahabad, during the 1980-81 session, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for finding the attitude of the teacher-trainees towards teaching and their academic achievement was taken from their entrance records in the L. T. course. Product moment correlation was computed between the academic achievement score and the score for the attitude towards teaching.

The findings of the study, among other things, showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

Singh (1988) studied the relationship between verbal interaction of teachers in class and attitude towards teaching.
The sample consisted of 500 B. Ed. students (250 male and 250 female) selected from the training colleges of Gorakhpur University. All the pupil-teachers taught their lessons through the question-answer method, but variables such as academic qualifications, recency of training and knowledge of theory and practice were not controlled. The tools used were: the Minnesota Teacher Attitude Inventory and the Flanders' Interaction Analysis Category System (FIACS).

Among other things, the study revealed that: (i) Indirect influence, pupil talk, indirect-to-direct ratio, pupil initiation ratio, teacher response and question ratios appeared to be significantly related to attitude towards teaching in male and female groups, teaching subject groups, and teaching classes; (ii) There was a significant relationship between attitude towards teaching and classroom verbal interaction of student teachers at the secondary level; (iii) Lecturing, criticizing and justifying authority, direct influence and restrictiveness were found to be negatively correlated with attitude towards teaching in male and female groups and in language, social studies, science and mathematics groups; (iv) Pupil talk and pupil initiation ratio were found to be associated with attitude towards teaching in male and female groups, teaching subject groups and teaching classes; (v) Teacher response ratio, teacher question ratio, and instantaneous teacher response and question ratios were found to be related to attitude towards teaching; (vi) Restrictions, restrictive feedback and negative authority were found to be
negatively associated with attitude towards teaching; and (vii) Teachers' talk was found to be independent of attitude towards teaching at any level.

Shashikala (1989) studied the relationship of selected psychological variables with attitude towards teaching of traditional and model school teachers.

In the study, 75 model and 85 traditional school teachers teaching Class X were selected randomly from the model and traditional high/higher secondary schools of Ferozepur, Jalandhar and Chandigarh. The tools used were: the Group Test of General Mental Ability of Tandon, Torrance's Test of Creative Thinking, Catell's 16 Personality Factors Questionnaire, Bell's Adjustment Inventory, the Study of Values of Ojha and the Teacher Attitude Towards Teaching Scale of the investigator. Mean, median, SD, skewness, kurtosis, semi-interquartile, coefficient of correlation, factor analysis, multiple regression equations and step-up regression equations were worked out while treating the data.

Among other things, the study revealed that: (i) The overall profile of the personality of model school teachers with favourable attitude towards teaching characterized the teacher as good-natured, easy-going, emotionally expressive, ready to cooperate, soft-hearted, adaptable, accommodating, highly conscientious and with a practical bent of mind, independent, self-sufficient, resourceful and whose behaviour is mature, unanxious and confident; (ii) The traditional school teachers with favourable attitude towards teaching were characterized as emotionally expressive, ready to cooperate,
adaptable, accommodating, conscientious, imaginative, self-supporting, resourceful, controlled, socially precise and emotionally stable; (iii) Intelligence and values did not correlate significantly with attitude towards teaching in the case of both the samples; (iv) Adjustment did not correlate significantly with attitude towards teaching in the case of traditional school teachers, whereas, model school teachers with high scores on teacher attitude towards teaching had good health adjustment, and emotional and occupational adjustments; (v) Model school teachers with high scores on creativity had a favourable attitude towards students and towards teaching, whereas, the traditional school teachers had a favourable attitude towards professional growth and the educational process. Personality, intelligence, adjustment, values and creativity clustered together in group factors with teachers attitude towards teaching in both the samples, and the factor structure underlying the measures of these variables differed in the two samples except in the case of intelligence; and (vi) Personality was found to be a better predictor of teachers' total attitude towards teaching in both the samples.

Ramachandran (1991) studied an enquiry into the attitude of student teachers towards teaching.

The sample of the study was 100 teacher-trainees from Lakshmi college of Education, Gandhigram, and 100 candidates from the Institute of Correspondence Education, University of Madras, at the Gandhigram centre. A
scale for Ascertaining the Attitude Towards Teaching was constructed and used.

Among other things, the study revealed that: (i) Regular college teacher-trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainees; (ii) Female teacher-trainees had a more favourable attitude towards teaching than male teacher-trainees; (iii) The sons and daughters of teachers had a highly favourable attitude towards teaching; (iv) PG teacher-trainees had a more favourable attitude towards teaching than undergraduate teacher-trainees; and (v) The nature of the course did not influence the attitude of teacher-trainees towards teaching.

Chhaganlal and Mansukhabhai (1992) studied the value, adjustment, attitude towards the teaching profession and academic achievement of teachers’ children as compared to non-teachers’ children.

Stratified purposive sampling technique was followed in the study. In the sampling purpose first of all three districts of Saurashtra region were selected. Then four talukas were selected randomly from the three districts. It was decided to select high schools situated at districts and talukas. Only those schools were selected from which it was possible to get greater number of children of teachers teaching at different levels. Thus, twenty-four schools were selected. From these schools 591 teachers’ children (266 boys and 325 girls) were selected. Correspondingly same number of non-teachers’ children was taken from the same school, same grade and of the same sex. The tools used for measuring the dependent variables included Value Scale constructed
by the researcher, Adjustment Inventory of K. G. Desai, Attitude Scale constructed by the researcher, and result sheets of annual examination of schools for obtaining the measures of academic achievement.

Among other things, the study revealed that: (i) Non-teachers' children were significantly better than teachers' children in social value, whereas, teachers' children and non-teachers' children were found equal in power value, religious value, aesthetic value, theoretical value and economic value; (ii) Primary teachers' children were at a higher level than college teachers' children in power value and religious value, whereas, college teachers' children were at a higher level than the primary teachers' children in theoretical and social values; (iii) Teachers' children were better adjusted than non-teachers' children; (iv) Primary, secondary and college teachers' children did not differ significantly in adjustment; (v) Teachers' children and non-teachers' children did not differ significantly in their attitude towards teaching profession; (vi) Primary teachers' children, secondary teachers' children and college teachers' children did not differ significantly in their attitude towards the teaching profession; and (vii) Non-teachers' children were at a higher level than teachers' children in academic achievement.

Das, Saradindu (1992) studied the effectiveness of the present curriculum of the one-year junior basic training programme for the teachers of primary schools of Assam in Developing the proper attitude towards the teaching profession.
Teacher trainees of the Training Institute of Assam undergoing this training programme, and teacher trainees of DIET of the session 1991-92 were involved in this study. The Teachers' Attitude Inventory prepared by Ahluwalia was used.

Among other things, the study revealed that: (i) The training programmes were effective for both rural and urban teachers regarding the development of attitude; (ii) Teaching experience alone could develop the proper attitude towards the profession; (iii) Teachers in urban areas were better qualified than their counterparts in rural areas; (iv) It was recommended that emphasis has to be given to co-curricular activities along with academic subjects.

Rama Mohan Babu (1992) studied the job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools.

The sample for the survey involving 400 secondary school teachers equally distributed between the two types of schools (residential and non-residential) and the two sexes, was selected by a multi-stage stratified random sampling procedure from 40 schools in the Rayalaseema Zone of Andhra Pradesh. The study was of a 2x2 (two types of schools x two sexes) factorial design. For assessing the teaching efficiency of the teachers, ratings were obtained from 40 headmasters and 376 students. Each teacher was rated by 5 to 10 students and the headmaster of the school. A Job Satisfaction Scale, a scale to measure Attitude Towards Teaching, a Job
Involvement Scale, a Graphic Teacher Efficiency Scale, an Organisational Climate Description Questionnaire and a Personal Data Sheet were used to collect the data.

Among other things, the study revealed that: (i) Considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job; (ii) Considering overall attitude, the teachers had a favourable attitude towards teaching; (iii) The teachers exhibited a significant level of job involvement. This was true for overall job involvement as well as job involvement, as measured by different factors; (iv) Teachers of residential schools exhibited a significantly higher level of overall job satisfaction compared to teachers of non-residential schools; (v) Teachers working in residential schools had a significantly more favourable attitude, and more efficiency, compared to those working in non-residential schools; (vi) There was no significant difference between the level of efficiency of men and women teacher; (vii) With regard to organizational climate, there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in residential schools as compared to non-residential schools; (viii) women perceived significantly greater consideration, while men perceived greater hindrance in the organizational climate of their schools; (ix) Teachers with less experience exhibited higher job satisfaction, attitude towards teaching and teaching efficiency; (x) Teachers who had moderate to high work load exhibited higher job satisfaction, attitude towards teaching and teaching efficiency; (xi) Unmarried teacher were more satisfied and had a better attitude towards teaching and general state of health; and life
satisfaction had a significant positive effect on job satisfaction, attitude towards teaching; (xii) Teachers who had a better attitude towards teaching exhibited higher job involvement, job satisfaction and vice versa; (xiii) The more efficient teachers had a better attitude towards teaching; (xiv) Teachers working in autonomous and open climates had a better attitude and were more satisfied with their job than those working in closed climates; (xv) There was no significant association between the type of school (residential and non-residential) and the climate of the school; and (xvi) There was no significant difference between the job involvement and teacher efficiency of teachers working in different types of climates.

Venkata Rami Reddy and Rama Mohan Babu (1994) studied the attitude of the residential and non-residential school teachers teaching. They have selected 200 teachers each as a sample from selected schools in Andhra Pradesh. They found that teachers of residential schools had a more favourable attitude towards teaching than the teachers of non-residential schools. Likewise, women teachers had a more favourable attitude towards teaching in a single dimension out of five. But in other four dimensions they found no difference.

Rangarajan (1999) studied attitude of primary teachers towards competency based lessons plan. The aim of the study was to find out the attitude of primary schools teachers and primary school headmasters towards Competency based lesson plan. This study was conducted on a sample of 149 teachers consisting of male and female teachers, primary teachers and
An attitude scale has been constructed based on the nine elements advocated by Director, DSERT, Chennai. Among other things, the study revealed that: the teachers have a positive/favourable attitude towards Competency based lesson plan.

Annamalai (2000) studied attitude of teachers towards teaching. In his investigation an attempt has been made to find out the attitude of teachers towards teaching. ATAI Scale was used to measure the attitude of teachers towards teaching. The results showed that, among other things, (i) The men and women teachers did not differ in their attitude towards teaching; and (ii) Location of the school, age, and level of teaching did not have any influence upon the teachers attitude towards teaching.

Foreign Studies:

Barr (1929) in this study selected good and poor teacher on the basis of supervisory ratings and on the assumptions that, in the larger school system, the employing officers were more critical in their selection of teachers and that the lower salaries of smaller system attracted poor teachers. Barr found that good teachers, as compared with poor teachers, were more vigorous, enthusiastic and happy, less attractive, more emotionally stable, more pleasant and sympathetic and displayed a study he found that the teacher who was disliked by students was the domineering, authoritarian person. The older the student, the more intense the dislike. The evidence indicate that when the student disliked the school it was largely because of the teachers.
Studies on teacher burnout have appeared from 1979 onwards. In one of the earliest studies Westerhouse (1979) studied the effects of tenure, role conflict and role conflict resolution on work orientation and burnout of 141 relatively young and well-educated high school teachers working at private schools. Frequency of role conflict was a significant variable in the prediction of burnout, especially role conflict with students about examination and grades. Teacher tenure did not correlate positively with burnout.

Gann (1979) focused on individual personality characteristics believed to be significant for understanding burnout involving social service workers. Burnout was not found to be identical with job dissatisfaction; age, rather than length of experience on job was most strongly related to burnout; high ego level (social service workers) were more positively oriented towards clients; and the interaction of ego level and job variables improved prediction of burnout for only its emotional exhaustion component.

Arrecenich (1981) investigated the extent to which the burnout syndrome exists among North Dakota public classroom teachers and whether significant relationship existed between and/or among demographic variables. Arrcenich reported, among other things, the following findings: (1) The level of teaching and the sex of teachers were found to be significantly different on the three burnout factors more frequently than other demographic variables. (2) Other demographic variables which have a lesser impact upon the burnout
syndrome included number of years of teaching experience, salary, educational background, number of dependents, and size of community.

Bonn (1981) investigated the extent to which randomly selected elementary teachers in Virginia public schools have been affected by the burnout phenomenon and to determine if any of the following variables: Years of teaching experience, age, educational setting, educational attainment of the teacher, grade level taught and presence of a support system significantly relate to the appearance of the phenomenon. The majority (59%) of the randomly sampled elementary teachers were experiencing mild burnout. Extreme levels of burnout were being experienced by 9% of the teachers. Age, sex, grade level taught, years of teaching experience and presence of support system and location of the educational setting were not found to have a statistically significant relationship to burnout.

Colasudro (1981) investigated the magnitude of burnout as measured by self-diagnosis and an established validating inventory in 215 public school teachers in San Diego. 16% were rated burned-out by the inventory whereas 52% reported themselves burned-out. Burnout was equally frequent at all ages but age group 30-39 was over represented. From the other findings Colasudro concludes that the problem seemed to arise more from high self-expectations than from the demands of the organisation and other extrinsic conditions.

Mackenzie (1981) investigated how various teachers, counselors and administrators view their job and the people with whom they work closely;
how their perceptions relate to burnout. Findings from the original Maslach and Jackson's study and the present study are similar for the emotional exhaustion subscale and very similar for the depersonalization and personal accomplishment subscales. These findings indicate that individuals from both studies view their jobs, the people with whom they work closely and their personal accomplishments in much the same way.

Malanowski (1981) examined whether any significant differences among categorical classifications of teachers with respect to their degree of burnout in Ohio. Significant differences were found in the degree of burnout when they were classified according to sex, grade level taught, years of teaching experience and number of students taught. However, there was no significant difference in burnout when they were classified according to marital status, age or educational attainment.

Presley (1981) investigated whether the teachers of handicapped children are subject to a syndrome called burnout. 576 teachers of seven special education districts south of Interstate along with 70 in Southern Illinois were surveyed. Findings revealed that none of the factors dealing with teaching assignments were found to be statistically significant indicators of burnout. However, teachers of behaviourally disordered children were significantly related to low scores on personal accomplishment.

Schwab (1981) examined teacher burnout and its relationship to the organizational stress variables of role conflict and role ambiguity in 469 teachers in Massachusetts with the MBI and the Role Questionnaire of Rizzo,
House and Lirtzman. Role conflict and role ambiguity each explained a significant amongst of variance in the Emotional Exhaustion and Depersonalization subscales with role conflict explaining the most variance. Role ambiguity explained a significant amongst of variance in the personal Accomplishment subscale while role conflict did not. In combination role conflict and role ambiguity explained 23% of the variance on the Emotional Exhaustion subscale, 10% on the Depersonalization subscale and 5% on the personal Accomplishment subscale.

Whitaker (1981) examined the prevalence of burnout among secondary teachers and to determine if certain relationships existed between selected demographic variables and burnout tendency. Burnout did not seem to be prevalent in the school district sampled. Certain demographic characteristics were found to bear a relationship to the degree of enthusiasm, frustration, and alienation experienced in the work environment.

Fielding (1982) examined whether personality characteristics of teachers affect their perceived level of stress and burnout, and whether school climate interacts with personality factors to influence stress and burnout. 162 teachers in nine junior/middle schools were randomly selected for the study. Teachers reported a moderate to substantial amount of stress and burnout on six scales measuring these variables. The highest of stress was generally reported in interpersonal situations, and second highest level was reported in new situations. As predicted, teachers having (i) negative attitude and beliefs about students; (ii) an external locus of control, and (iii) intolerance of
ambiguity reported more stress and burnout than other teachers. Also, the relationship between personality factors and interpersonal stress was stronger in schools with a negative work climate than in schools with a positive work climate.

Crews (1983) examined the relationship between teacher burnout and organizational design in 306 teachers in North Carolina with the MBI and an Organisational Design Survey developed by the investigator. 'Blacks' experienced less emotional exhaustion than 'whites'. 'Academic' teachers experienced more depersonalization than 'Vocational' teachers. Those who were Teachers in 'Graduate' schools reported more personal accomplishment than their counterparts those not in school. Those reporting dissatisfaction with salary and those who said they would not teach again, if given a change, experienced more emotional exhaustion, more depersonalization and less personal accomplishment.

McIntyre (1984) investigated the relationship between locus of control and burnout among 469 special education teachers in the north-eastern United States. Findings revealed significant correlations between increasingly external locus of control orientation and increased perceptions of burnout on four of the six sub scales of MBI.

Singer (1984) undertook the study to determine the relationship between teacher burnout and the leadership style of the principal as perceived by the teacher. The study also tried to examine if significant differences on burnout measures existed between the teacher's sex, age and
length of service. Singer reported, among other things, the following findings:

1. Significant relationships were observed between teacher burnout and the perceived leadership style of the principal. Teacher enthusiasm was positively related to each of the two leadership styles; however, teacher frustration and alienation were negatively related to each of the two styles. Teachers in schools with principals who demonstrated high levels of initiating structure behaviour or consideration behaviour were enthusiastic. Teachers in schools with principals who demonstrated high levels of initiating structure behaviour or consideration behaviour experienced fewer symptoms of frustration and alienation. Teachers in schools with principals who demonstrated low levels of initiating structure behaviour or consideration behaviour were prone to feelings of frustration and alienation.  

2. Sex and age of the teacher were not significantly related to teacher burnout. Further, length of service was not significantly related to teacher frustration and alienation.

Brown (1985) investigated the relationships between job stress in teachers and different dimensions of burnout. There was a statistically significant relationship between stress and emotional exhaustion; and stress and depersonalization.

Harmon (1985) designed to examine the relationship between personal and professional variables, organizational stress factors of role conflict and role ambiguity, and teacher burnout by involving 378 special education teachers in Kentucky. Multivariate analysis of variance (MANOVA), and
multiple regression analysis revealed the following significant findings: (1) Special education teachers who were 20 to 35 years of age perceived more intense feelings of emotional exhaustion than teachers who were 36 or older. (2) The age and sex of special education teachers and the degree of role conflict the teachers felt were three significant sources of intense feelings of emotional exhaustion, while the exceptionality that the special education teachers taught and the degree of role conflict and ambiguity they felt were three significant sources of frequent feelings of emotional exhaustion. (3) The age of special education teachers and the degree of role conflict and ambiguity they felt were significant sources of intense and frequent feelings of depersonalization. (4) The age of special education teachers was significant source of frequent feelings of low personal accomplishment while role ambiguity was a significant source of both intense and frequent feelings of low personal accomplishment.

Holt (1985) examined the variation in individual personality characteristics, termed 'hardiness' (comprised of degree of alienation and locus of control) among 134 female elementary teachers who had differing levels of burnout despite high levels of occupational stress. Results indicated a significant interaction of burnout and hardiness. Teachers with high levels of occupational stress who had a low level of burnout also felt less alienated and had a more internal locus of control. Those with high levels of occupational stress and a high level of burnout felt more alienated and indicated a more external locus of control.
Thompson (1985) undertook the study to identify the factors that may differentiate non-burned out teachers from burned out ones. The factors hypothesized to distinguish non-burned out teachers from burned out ones were, locus of control, job satisfaction, energy and persistence, empathy, support networks, role ambiguity, satisfaction with present teaching assignment and life satisfaction. The sample consisted of 40 elementary school teachers, 20 non-burned out teacher, and 20 burned out ones. The results followed by a one-way multivariate analysis of variance (MANOVA) at the 0.05 significance level revealed that, the two groups differed significantly regarding their locus of control from a classroom perspective, job satisfaction, their descriptions of themselves as teachers, their satisfaction with their present teaching assignment and life satisfaction.

Edwards (1986) examined the difference between the levels of burnout of 245 college seniors, 165 majoring in human services and 80 not majoring in human services fields at California University in California. The study revealed that, burnout in the college senior population exists to a lesser degree than it does in the working professional. College seniors majoring in human services field experience burnout similar to the human services professional on the emotional exhaustion and personal accomplishment subscales of MBI.

Goodall (1986) found that 'whites' had higher burnout scores than 'blacks' on the sub scales of MBI. Females had higher burnout scores than
males and respondents teaching between zero and five years had higher burnout scores than those teaching over six years.

Misra (1986) investigated whether teachers varied in the extent of perceived burnout, the relationships between stress and burnout, and meaning in life and burnout in teachers. She mainly used Maslach and Jackson's Inventory for the assessment of burnout. For measurement of stress she used a test prepared by herself and Moholick's Purpose in Life Test. The sample comprised 345 teachers from 15 secondary and an in-service teacher population of three teacher training institutions in Calcutta. The main findings reported are: (1) Teachers had a low degree of burnout, (2) sex difference was significant on the burnout variable, (3) stress was positively related to burnout with regard to emotional exhaustion and depersonalization, and (4) a comparatively low level of meaning in life was identified among the sample teachers.

Murphy (1986) compared anchorage's special education and regular education teachers to learn if there were differences between the two groups in levels of burnout. Special education teachers reported higher level of emotional exhaustion and lower level of personal accomplishment on the MBI than did regular education teachers. Further, no differences between the two groups were found on the MBI depersonalization subscale.

Capel (1987) investigated the relationship of secondary school teachers of eight selected demographic, organizational and psychological variables i.e., years of present position, hours of extra-curricular activities, how often school
work taken home, years of teaching experience, number of different classes, role conflict, role ambiguity, and locus of control. Regression and Canonical correlation analysis indicated that six of the eight selected variables were significantly related to stress, total burnout, frequency and intensity of burnout, emotional exhaustion. Further, the study revealed that role ambiguity and locus of control explained most variance on stress and all burnout subscales except burnout intensity and emotional exhaustion, which were best explained by number of years of teaching experience.


The objectives of the study were: (i) to study the extent of burnout experienced by teachers, (ii) to study the factors affecting the burnout syndrome, (iii) to study the demographic correlates of burnout, and (iv) to study the use of support to cope with burnout. The sample consisted of 246 teachers from three institutions of Agra City. Using the survey method, the data were collected with the help of (i) demographic data sheet, (ii) Maslach burnout inventory as adapted by the researcher, and (iii) a social support questionnaire. The correlation was used to analyze data.

The major findings of the study were: (i) The various burnout factors were positively related, (ii) some of the demographic factors were related to different factors of burnout, (iii) while teaching was viewed as a joyful activity, some teachers believed that burnout in their profession emerged due to physical and emotional strain.
Manning (1990) involved 200 Associate and Assistant Professors at Oklahoma State University and attempted to evaluate the relationship of stress to burnout and examined what factors were related to or contributed to stress and burnout in the professorate. Among other findings, Manning found that –

(i) Two of the three subscales of Maslach Burnout Inventory (emotional exhaustion and personal accomplishment) were found to be significantly related to stress, (ii) professors who published three or more articles per year and contributed 20% or more of their time to research were significantly more burned out than those who devoted less of their time to research. Further, stress and burnout were not found to be related to gender, age, marital status, the presence of children in the home, faculty rank or teaching load.

Rebeiro, Philomena J. & Bhargava, Mahesh (1994) focused on the theory of burnout to the teaching profession in the Indian context and to compare different subject orientation of the teachers.

The objectives of the study were: to identify the relationship between burnout and specific characteristics of Indian higher education. The sample consisted of 175 teachers (145 male and 30 female). Out of them 55 were having research experience and 120 were without experience. They were divided into 3 age groups, i.e., 0-30 years (54), 31-40 years (71), 41 years and above (50). They were also divided into groups on the basis of experience i.e., 0.5 years 6-15 years, 16 years and above. The Maslach’s Burnout Inventory (MBI) was used to collect data. The mean, SD, ‘t’ test, and correlation were used to analyze data.
The major findings of the study were: (i) When three groups were compared in respect of the three sub-scales of MBI, teachers attending orientation (OR) was found significantly higher on depersonalization (DP) when compared with refresher courses in political science (PS) and refresher courses in history (HS). Similarly, OR was found significantly higher on personal accomplishment (PA) when compared to PS, (ii) the teachers who attended orientation courses were younger and had spent shorter time in profession, were found to be more impersonal towards the recipients of their services and felt greater sense of personal tending, Refresher Courses in Political Science, (iii) it was found that the respondents teaching between zero and 5 years had higher burnout scores than those teaching over six years, (iv) it was found that teachers with less those longer in profession (E) and E3 felt less accomplished (PA) than teachers with less years experience (E1 & E2). Although, ‘t’ value between E1 and E2 was not significant and between E2 and E3 was significant, the two groups together (E1 and E2) significantly differed from E3.


The objectives of the study were: to study the relative influence of teacher-training programme on teacher’s personality, feeling of stress and burnout. The sample consisted of 170 primary school teachers, in which 72 were untrained and 98 were trained. The trained teachers were classified on
the basis of teacher training programme in which 69 teachers were under C.T. training (37 males and 32 females) and 29 (14 male and 15 female teachers) were B. Ed. trained teachers. The tools used were: (i) burnout inventory of Maslach, Jackson and Schwab, (ii) Locus of Control Scale of Rotter, and (iii) the teacher stress inventory (TSI) developed by the author. The mean, SD and ‘t’ test were used to analyze data.

The major findings of the study were: (i) the difference between extreme points of Locus of Control was the highest in case of C.T. trained male teachers followed C.T. female teachers, B. Ed. trained, and untrained teachers in that order, (ii) regarding teachers’ stress feeling, the difference between extreme points were higher in untrained teachers and followed by B. Ed. trained female and male teachers and C.T. trained male teachers, (iii) regarding emotional exhaustion highest extreme point difference was observed in case of untrained male teachers, B. Ed. trained teachers and untrained female teachers, (iv) the difference between extreme points on depersonalization scores were highest in case of C.T. trained male teachers and followed by untrained male teachers, C.T. trained female teachers, B. Ed. trained male teachers and untrained female teachers, (v) interaction effect between training and teacher’s sex, the C.T. trained teachers were more internally oriented as compared to the B. Ed. trained and untrained teachers, (vi) the male untrained teachers had largest mean locus of control score than the female untrained teachers, while among teachers having C.T. and B. Ed. teacher-training certificate, female teachers showed largest mean locus of control scores than male teachers, (vii) untrained teachers were more
emotionally trained by their job in comparison to C.T. trained teachers, (viii) with regard to teachers' feeling of personal accomplishment the interaction effects between teacher's sex and teacher-training programme was significant, (ix) the mean personal accomplishment scores of male untrained and B. Ed. trained teachers were low in comparison to female untrained and B. Ed. trained teachers. But in case of C.T. trained teachers it was just opposite, (x) significant differences were observed in case of teachers' personality, emotional exhaustion and personal accomplishments. However, no significant effect was observed in case of teacher's stress feeling and depersonalization (burnout) feelings.


The objectives of the study were: (i) to identify the intensity of burnout among teachers, and (ii) to find out the relationship of burnout with teacher efficiency and school effectiveness. The sample consisted of 120 primary school teachers (60 male and 60 female) working in primary schools of Vizianagaram District, who were selected randomly from four types of management schools, viz. Panchayat Raj, Government aided and missionary schools. Maslach's burnout inventory (MBI) was used to collect data. The mean, SD, CR and coefficient of correlation were used to analyze data.

The major findings of the study were: (i) female teachers were more burnout than male teachers in primary schools, (ii) urban teachers were more burnout than their rural counterparts, (iii) teachers working in missionary
schools were more prone to burnout than teachers working in aided schools, Government schools and schools managed by Panchayat Raj at primary stage, (iv) more qualified and more experienced teachers were less burnout than their counterparts, (v) among the three aspects of burnout, depersonalization, emotional exhaustion and personal accomplishment influenced burnout in preferential orders.


A three-part self-report questionnaire, which incorporated portions of the Maslach Burnout Inventory, was used to assess the degree of burnout among 111 instructors of moderately retarded children, 133 teachers of mildly retarded students and 218 regular educators. Contrary to expectations, teachers of nonretarded students reported significantly fewer and weaker feelings of success and competence accompanied by more frequent and stronger impersonal attitudes toward their students. Demographic variables were found to be significant but weak predictors of teacher burnout. The teachers also reported a low incidence of chronic or serious health problems. Comparisons were presented between regular and special educators in addition to suggestions for stress reduction.

Barry A. Farber (1984) focused on stress and burnout in suburban teachers in order to assess the sources and extent of satisfaction, stress, and burnout in suburban teachers, a group of teachers \( n = 365 \) was administered a 65-item Likert-type Teacher Attitude Survey (TAS). Satisfaction consisted of
experiences that make teachers feel sensitive to and involved with students as well as colleagues; stresses were related to excessive paperwork, unsuccessful administrative meetings, and the lack of advancement opportunities in teaching. Although the majority of teachers surveyed had not lessened their involvement in their work and were still committed to teaching, 20–25% appeared vulnerable to burnout, and 10–15% appeared to be already burned out. Most at risk were those at a certain age level (34–44) and those teaching at a junior high school level. Issues that were addressed with respect to burnout included teacher-administrator relationships and teachers’ perceived lack of a psychological sense of community.


Public school teachers \( N = 211 \) in six northwestern Ohio school districts completed the Maslach Burnout Inventory (MBI), Shostrom's Personal Orientation Inventory (POI), and a brief, biographic questionnaire. The responses to the MBI produced the three factors previously named by Maslach as Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Each of the three scales correlated with the summed POI score \( (r = -0.28, -0.22, \text{ and } 0.35, \text{ respectively}) \) and produced high to moderate levels of internal consistency (alphas of .92, .85, and .88, respectively). Teachers with more students tended to produce higher scores on the Depersonalization scale.

Luigi Pedrabissi, J. P. Rolland, and M. Santinello (1993) studied stress and burnout among teachers in Italy and France.
The aim of the present study was to show differences between culture-bound stress levels in two samples of elementary and junior high school teachers in Italy (N = 299) and in France (N = 217) using the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981) as a questionnaire. The results confirmed the influence of socio-cultural background on stress levels in both samples in relation to age. Personal accomplishment was the most discriminating indicator in the two groups.

Burnout symptoms are easy to identify in spite of the different definitions of the concept. Burnout is best defined as a psychophysical state accompanied by apathy, detachment, and coolness in interpersonal relations, by feelings of emotional exhaustion of one's psychic resources and of helplessness (Santinello, 1990). Disagreement among authors on the causes of burnout results from the differently weighted relevance given to organizational factors in the job situation versus individual dispositional attributes. In the present study, we have assumed that burnout does not depend entirely on particular personality traits but is mainly due to problems related to job conditions and to the cultural context in which a particular professional role is carried out.

Ronald J. Burke, Esther R. Greenglass, and Ralf Schwarzer (1996) predicted teacher burnout on the bases of over time; effects of work stress, social support, and self-doubts on burnout and its consequences
This longitudinal study examined antecedents and consequences of psychological burnout among 362 teachers and school administrators. Antecedents included red tape, disruptive students and lack of supervisor support. Consequences of burnout included heart symptoms and depressive mood. Respondents completed questionnaires sent to them at their schools at two points in time, one year apart. LISREL analyses indicated that the predictors had significant relationships with burnout levels one year later and that burnout served as a mediator between the predictors and emotional and physical health-outcomes.

Burke, Ronald J., Greenglass-Esther-R., & Schwarzer, Ralf. (1997) examined the relative importance of predictors of burnout over time. 362 elementary, junior high, and secondary school teachers and administrators (178 females, 184 males) completed the Maslach Burnout Inventory twice over the course of 1 yr. Data show that predictors of burnout depend primarily on Ss' social roles including the occupational role which is often confounded with gender. Among male Ss, scores were higher on depersonalization and emotional exhaustion than for female Ss. In addition, teachers had higher levels of burnout than school administrators with the exception of the personal accomplishment component. Overall, the strongest predictors of burnout were red tape (for administrators) and disruptive students (for teachers). Results indicate more teachers are female than male and more administrators are male than female. Therefore, female Ss are more prone to disruptive students and male Ss are more prone to red tape predictors of burnout.
Jacob Weisberg and Abraham Sagie (1999) studied teachers' physical, mental, and emotional burnout and its impact on intention to quit.

This study focused on the impact of burnout dimensions on the intention of female teachers in Israel to leave their current jobs. The 21 items on the A. Pines, E. Aronson, and D. Kafry (1981) Burnout Scale were factor analyzed and classified as physical, emotional, or mental and then correlated with intention to leave by using a multiple regression analysis. Both physical and mental exhaustion were found positively and significantly to influence intention to leave. The influence of emotional exhaustion was not significant; nor were the teachers' ages. Tenure was negatively and significantly correlated with both burnout and intention to leave.

Schwarzer, Ralf & Greenglass-Esther (1999) studied teacher burnout from a social-cognitive perspective.

First comment on the construct of burnout and then deal with a stress and coping approach, followed by a new action-oriented motivational perspective. Special emphasis is given to resource factors and vulnerability factors that can moderate the burnout process.

Teacher burnout is a world-wide phenomenon that draws the attention of educational psychologists and stimulates efforts in construct elaboration and measurement. Emotional exhaustion, depersonalisation (cynicism), and lack of personal accomplishments are three dimensions that constitute the burnout syndrome. Levels of this burnout syndrome were compared among 542 German and Chinese teachers. It turned out that there were only minor differences between the Germans and the Chinese, but major differences between those two groups and the U. S. American normative data. Moreover, stress resource factors were measured, namely perceived self-efficacy and proactive attitude. Their negative intercorrelations with burnout supported the validity of the burnout measure, although the associations were much closer in the German sub-sample. An attempt to replicate the American three-factorial structure of the burnout construct failed in both sub-samples, which is in line with previous evidence and calls for a revision of the original measure.


This study was conducted to determine the effectiveness of music therapy techniques as an intervention for teacher burnout. Of the 51 elementary school teachers who participated in the study, 25 were from a school undergoing comprehensive reform, and 26 were from a school employing traditional grade-level classrooms and teaching strategies. Each participant completed pretest and posttest instruments. In addition, there
were two treatment groups, either cognitive behavioral/music therapy or cognitive behavioral therapy. Results of the study indicated that teachers who participated in school-based counseling groups, using music therapy techniques in conjunction with cognitive behavioral interventions, reported lower levels of burnout symptoms than teachers in school-based counseling groups using cognitive behavioral interventions only. Implications for mental health counseling are discussed.

Based on several international studies, approximately 60% to 70% of all teachers repeatedly show symptoms of stress, and a minimum of 30% of all educators show distinct symptoms of burnout (Antoniou, Polychroni, & Walters, 2000; Borg & Falzon, 1989; Capel, 1992; Kyriacou, 1980; Kytaev-Smyk, 1983; Lale, 2001; Rudow, 1999). In fact, Lumsden (1998) found that teacher morale overall was so low that 40% of teachers surveyed would not select teaching again as a career, and 57% were either undecided about leaving teaching, actively planning to leave teaching, or would leave the teaching field if something better came along.

Stress and burnout not only influence teachers' professional lives, but also impact their mental and physical well-being. In a study conducted in the Netherlands, 53% of work-incapacitated teachers left their profession because they suffered from mental health problems (Algemeen burgerlijk pensioenfonds, 1995). Further, recent studies (Lale, 2001; Posen, 1995) found that many individuals who experienced chronic stress often developed physical symptoms including abdominal...
Gila M. Acker (2002) studied the impact of clients' mental illness on social workers' job satisfaction and burnout.

During the past two decades, there has been considerable interest and research on the phenomena of job satisfaction and burnout in the social work profession (Farber, 1983a; Harrison, 1980; Jayaratne & Chess, 1984; Johnson & Rubin, 1983; Lecroy & Rank, 1987; Maslach, 1986). The direct contact with clients in clinical practice and the continual responsibilities of meeting their emotional as well as their physical needs offer both intrinsic satisfaction and stresses for the providers of the services (Farber & Heifetz, 1981; Maslach & Jackson, 1982; Pines & Kafry, 1978).

Job satisfaction is defined as a positive emotional state resulting from the appraisal of one's job situation and is linked with the characteristics and demands of one's work (Arches, 1991; Butler, 1990; Dressel, 1982; Krislef, 1981; Locke, 1976; Smith, Kendall, & Hulin, 1967). The work-related satisfaction of helping people, achieving change and improvement, and promoting their growth has important implications for social workers' behaviors at work, their desire to continue in their work, and their involvement in the job and with their clients (Beemsterboer & Baum, 1984; Daley, 1979; Deutsch, 1984; Farber & Heifetz, 1981; Maslach, 1976, 1978, 1982; Ratlif, 1988; Streepy, 1981).

The literature links job satisfaction with role conflict. It is not uncommon for social workers who work in formal organizations to have
different perceptions and expectations of their roles than those of the organization...


This study examined factors relating to levels of job burnout in a sample of 386 New Zealand teachers and principals at 47 Auckland North Shore primary schools. The results confirmed the construct validity of the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1993) and showed that these teachers recorded significantly higher scores on the MBI emotional exhaustion sub-scale than a normative sample of United States teachers. The nature of these differences and implications of the findings for reducing work stress among teachers are discussed.

Over the past three decades, increasing attention in the literature has been given to job-related stress and burnout in occupational settings. Indeed, numerous commentators have noted that job stress features significantly in the lives of many working adults (Maslach & Jackson (1993). Freudenberger (1974) and Maslach (1976) coined the term burnout to describe a particular kind of stress response experienced by those working in the helping professions, such as nurses, social workers, police officers and educators. Burnout refers to a state of physical, emotional, and mental exhaustion resulting from involvement with people in emotionally demanding situations. A number of studies on burnout have focused specifically on the teaching profession due to the fact that this profession is one of the largest and most
visible professions in society and a recognition of the extreme demands and pressures which teachers often confront (Whitehead & Ryba, 1995).

Recent research has shown that a number of key school culture variables are associated with teacher burnout. These include: (1) increased drive for measurable goal achievement imposed on teachers by school administration; (2) the lack of trust in teachers' professional adequacy; (3) circumscribing school culture; and, (4) disagreeable physical environments to work in (Friedman, 1991). In New Zealand, educational reforms over the past decade have placed increased pressures on schools by requiring them to operate as self-managed organisations working under charter to the Ministry of Education. One effect of this is that school staff often have responsibilities for financial and resource management, as well as for the delivery of the curriculum to a specified standard.

3.6 Conclusions

From what has been reviewed above, it may be concluded that:

i. The review relating to research studies conducted in the area of teacher education discloses that the efforts of Central and State Governments in making teacher education more effective resulted in marginal modifications only. The status of teacher education is still in bad shape.

ii. Age, sex, grade level taught, years of teaching experience, presence of support system, location of the educational setting, role ambiguity, stress, locus of control are related with burnout. However, the results of studies of Gunn (1979), Westerhouse (1979), Bonn (1981), Colasudro
Malanowski (1981), Singer (1984), Harmon (1985), Goodall (1986), Manning (1990), are contradictory in respect of relationship between age and burnout, sex and burnout, teaching experience and burnout. This may be attributed to the fact that the nature of samples involved is different and the tools used for the assessment of the variables under consideration also differ. In the light of these conflicting results it is of great importance to pursue the study and examine the problem in greater detail.

iii. Substantial research work in this area has been conducted in the U.S.A. But out of 410 research studies completed so far in the area of teacher education in India during the period 1974 to 1986, only the study in this area involving secondary teachers is reported.

iv. The studies have been conducted involving elementary school teachers, secondary school teachers, college teachers, university professors, and principals. But none of the studies have investigated the factors affecting the burnout of teacher educators who play a prominent role in improving the quality of School Education and in turn of College/Professional Education.

v. Very few studies have attempted to investigate 'interaction effects' of factors affecting burnout.

vi. The review of literature on teaching competency shows that there are a few studies on criterion variable, teaching competency (Prakasham, D., 1986; Mathew, R., 1980; passi, B.K. and Sharma, S.K., 1982; Choudhari, K., 1985; Chathley, Y.P., 1984; Rajameenakshi, P.K. 1988; Cochran, Judith and Mills Carl, 1984) and its related topics teaching effectiveness (Radha Mohan, 1977; Wali, M.N., 1985),
teacher efficiency (Digumarti Bhaskara Rao, 1988) and efficacy (Huguenard and Terri Layne, 1992). Most of the studies were general in nature, like, competency of elementary (Dwyer Joyce Elizabeth, 1997; Cocharan, Judith and Mills Carl, 1984) or secondary (Choudhari, K., 1985; Passi, B.K. and Sharma, S.K., 1982; Chathley, Y.P., 1984) or physical science teacher (Radha Mohan, 1997; Chathley, 1984; Rajameenakshi, P.K. 1988). A few studies have tried to analyse the impact of teaching competency on the pupils’ achievement (Veeraragavan, V. and Arun Kumar Samuel, 1988; Meadows and Plaudy Mae, 1997; Cochrann, Judith and Mills, Carl, 1984; Pun Thongchumnum, 2000). Some studies have tried to evaluate the impact of training on Microteaching (Bhatacharjee, R., 1981; Singh Sathyanarayana, 1984) as teaching competency. And a few studies have tried to study the significant relationship between the criterion variable with background variables.

As the review clearly shows that no study has tried to investigate the relationship between teaching competency of teacher educators and their burnout. Therefore, there is a need to bring together greater number of factors influencing on burnout of teacher educators and to study their interaction effects. Hence, the present study is an attempt to investigate the effect of some selected factors on ‘burnout’ involving teacher educators.