

CHAPTER - II

**REVIEW OF THE
LITERATURE**

CHAPTER II.

REVIEW OF RELATED LITERATURE

2.01 INTRODUCTION

A collective body of works done by earlier scientists is technically called the literature. Any scientific investigation starts with a review of the literature. The main purpose of the review of the literature; are (1) to identify the variable relevant matter for research, (2) and to avoid the repetition or duplication of something which has been done earlier. A careful review always aims at interpreting prior studies and indicating their usefulness for the present studies, (3) the review of literature also helps the researcher to collect and synthesise prior studies related to the present study. (4) It helps the researcher to identify the significant overlaps and gaps in prior works. A careful review of the literature enables the researcher to discover important variables relevant to the area of present research. When significant variables are discovered the relationship among them could be identified. Subsequently, the identified relationship are incorporated into different hypothesis. Thus for conducting a scientific and scholarly study, the relationship between the different variables must be explored by reviewing the literature

so that a good context may be built up for subsequent investigations.

Considering the importance of the subject area, a number of studies related to the qualities/characteristics, of a teacher, and a student-teacher, teaching efficiency, attitude towards teaching, relationship between attainments and performance in the professional course and teaching efficiency in imparting values, selection tests, admission procedure could be made.

2.02 STUDIES ERLATED TO QUALITIES/CHARACTERISATION OF THE TEACHER.

1. Adval (1952) undertook a study regarding the characteristics of a student-teacher. " This is perhaps the first systematic work in India on personality-Qualities of an effective Teacher" is the opening sentence of the perface of the book.

This investigation was confined to a study of assessment of the following characteristics of student teachers viz motives in joining the profession, health and physical fitness, general intelligence, general knowledge and aptitude for teaching. The sample consisted of a study of thirteen colleges in U.P.. The first six motives for joining the profession having the highest frequency and percentage of students mentioning them were, to acquire more knowledge, love for

teaching, love of children, love to do public service, love of a cultured life and forced by circumstances. Sex difference in the frequency of motives was noticed. (Most of the student teachers did not suffer from any deformity or handicap. The correlation between the students I.Q. and general knowledge score was .57). The study further revealed that only a few people in the training colleges had an aptitude for teaching in an appreciable measure.

2. Chhaya (1974) studies the characteristics of the effective and ineffective school teachers with respect to personality adjustment, attitude towards teaching, interest in teaching, emotional stability, extroversion-introversion authoritarianism. The researcher concluded that effective teachers had better personality adjustment, more favourable attitude towards teaching, and emotional stability. Ineffective teachers were more authoritarian than their counter parts.

The social area to which the teachers belonged as well as their marital status had no significant relationship with their effectiveness of teaching.

3. Gupta(1977) He found out that success in teaching was significantly related to personality factors A,B,C,F,G,H,I,L,N,Q1,Q3 and Q4 of 16 PF; adjustment in fields like home, health, social, emotional and total

adjustment and professional attitude. It, however had no significant relationship with academic achievement. Successful and less successful teacher different in personality, characteristics; adjustment and attitude towards teaching. These three factors viz personality characteristics, adjustment, and attitude towards the teaching profession-were considered as determinants of success in teaching.

4. Arora (1978) studied the difference between effective and ineffective teachers with reference to their educational background, occupational data, job-motivation, professional growth, job satisfaction, social economic and family background, attitude and opinion about certain current educational practices and issues. She concluded that job satisfaction, job motivation, working conditions, distance from school, in case of effective and ineffective teachers differed. They also differed with regard to their views and opinions on educational practices, educational background, personality/family circumstances, age, tenure of service, place of birth and reasons for taking up residence in Delhi.

5. Kulandaivel and Rao. (1968) In their study viewed a good teacher as one who teaches well, reteaches a lesson if not understood by students, inspire good qualities in students and acts as a guide to them. According to him,

girl students were more uniform and consistent in rating their teachers.

6. Anand (1961) assessed qualities relevant to success in teaching through projective tests. In this research study the teachers of science and mathematics were ranked higher than the drawing teachers. Principals, it was further revealed, were not rated at random. Their ratings could justifiably be used for within school differentiations.

7. Kaul (1972) conducted a study on the traits of popular and unpopular teachers by using the 16 PF factors. The popular teachers were more out-going, intelligent, emotionally more stable, sober, conscientious, venturesome, tough-minded, shrewd, placid, controlled and relaxed. They were also significantly high on social, theoretical, political and religious values and were significantly low on economic and aesthetic values. They had a favourable attitude towards teaching in schools and were effective in their work in the schools.

2.03 STUDIES RELATED TO ATTITUDE OF TEACHERS AND TEACHING EFFICIENCY.

1. Samant Roy (1971) Studied the nature of relationship between the teacher attitude, teacher adjustment and teaching efficiency. The Chi-square test showed that

there existed some degree of positive relationship between teaching efficiency and teacher attitude and vice-versa. It also showed a positive relationship between teacher adjustment and teaching efficiency.

2. Debnath (1971) attempted to find out some determinants of teaching efficiency. The variable studies were on age, experience, achievement and training. The important correlatives of teaching efficiency, as found by teaching, were knowledge of the subject matter, sincerity in teaching, mastery of the methods of teaching, academic qualification, mode of exposition, sympathy with pupils, discipline, students participation and use of teaching aids. Findings through actual classroom observations revealed that factors like age, experience, academic achievement and professional training were related to teaching efficiency, while the data collected through questionnaire revealed that professional training intelligence, interest in teaching, friendly and democratic behaviour etc. were related to teaching efficiency.

3. Prasad (1970) evaluated the professional efficiency from three angles viz, efficiency in organising co-curricular activities and efficiency in organising activities relating to school-community relationship. To evaluate the teachers, presage criteria, process criteria and product criteria were adopted and

efficiency was measured in four subjects viz. Hindi, social studies, General Science and Mathematics.

4. Grewal (1976) has studied the relationship between intellectual and personality factors and teacher effectiveness. He has found out that the main predictors of teacher effectiveness were home, health, social, emotional and total adjustments, dominance, submissiveness and verbal and non-verbal intelligence. The criterion measure of teachers effectiveness, (attitudes of pupils, pupils rating of the teacher and colleagues ratings of teacher) were not consistent with each other and the observed rating was very high. Most predictors significantly correlated with the criterion measures of teacher effectiveness.

2.04 RELATIONSHIP BETWEEN ACADEMIC/PROFESSIONAL PERFORMANCE AND PROFESSIONAL SUCCESS

1. Thakur (1973) undertook a study of the factors that could be helpful to superior teachers. The experiment dealt with four hundred teachers of Delhi. This study showed that a brilliant academic career up to intermediate level, performance in professional training, good salary, experience in teaching profession, sound professional interests, attendance in-service education programmes, membership of educational organisation were helpful to superior

teachers.

2. Shrivastav Shashi(1980) has conducted "A study on Job satisfaction and role perception of elementary school teachers of Bhopal. and has concluded that most of the elementary school teachers of Bhopal are satisfied with their jobs. Almost all the elementary teachers are satisfied with their social relationship, while the majority of teachers are not satisfied with their working conditions. In the areas of job security, occupational stature and general satisfaction most of the teachers are satisfied. A majority of teachers are satisfied with the work and the economic return, though the number of teachers unsatisfied in these areas is also substantial.

3. Sharma Preeti (1995) has made " A comparative study of the competence aspect of primary school teachers working under Shikshak Samakhya Project(SSP) and other schools" and has concluded that one of the major drawbacks in the system of primary education is the low qualification of practicing teachers and also the presence of a large number of untrained teachers in the system. This short-coming is being compensated by Shikshak Samakhya Project for its school teachers through the organisation of regular teachers meeting in the resource centre and training teachers on organising teaching learning through play way activities; child centered education, improvisation of the teaching aids,

capability building for the improvement of enrolment retention and achievement at primary level. She also revealed that most of the teachers are not found to be interested in continuing their education.

4. Awasti Dilip (1989) Conducted a study on the topic entitled "A study of teaching effectiveness of Army Teacher and Personality factors" and concluded that in the high effective group of army teachers the positive and significant correlation on factor E,G,H,O, and Q3 are found highly effective, competitive, and dominant. On factor 'O' all the army teachers have a negative correlation with teaching effectiveness. In the low effective group of army teachers personality factor "I" stood significantly; but negatively co-related with teaching effectiveness.

5. Wafadar Abdul Jabbar (1979) in his study on "Factors in the choice of elementary teaching as a great as a career. A comparative study of Afghanistan and India" has concluded that, the teaching profession does not command unique respect, in the society in both the countries. But he enjoys a respectable social status but unsatisfactory. They don't have affection for a good teacher. They become teachers because of (1) a matter a chance, (2) family pressure, (3) long vacation, (4) care-free life, (5) failure to get any other job etc. Only middle and lower middle class people try to enter into this profession of teaching. They are financially

worried. Therefore it is economic factor which has played a vital role, directly or indirectly in determining the social status of the teacher. He has further noted saying, that the social status of the teachers of Afghanistan and Bhopal city has suffered partly because of economic valuation which the government places on education, and also the teachers themselves and partly because of the ignorance of the society regarding the valuable services that teachers render to the nation of Afghanistan and to the nation of India.

6. Srivastava Shobha (1982) in his " A study of personality factors and Job satisfaction of elementary school teachers" has concluded that most of the elementary school teachers of Bhopal and vidisha are satisfied with their job and almost all teachers are satisfied with their social relation; while the majority of teachers are not satisfied with their working condition. In the areas of job security, occupational status and general satisfaction, most of the teachers are satisfied. A majority of teachers are satisfied with the work and the economics returns, though the number of teachers unsatisfied in this area is also substantial. The working conditions of elementary schools need improvement. Regarding the relationship between the personality factors and job satisfaction, there is a positive co-rrelation between the job satisfaction and

personality factors of elementary school teachers of Bhopal and Vidisha districts.

7. Thakur T.(1976) conducted "A study on Who is a good teacher" The main purpose of the study was to analyse the characteristics of a good teacher as perceived by his pupil. The study was designed, taking into consideration that there was a socio-cultural difference in the opinion of pupils so far as the traits of a teacher were concerned. He concluded that (1) Most of the pupils were from economically deprived homes. (2) The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. The pupils were in favour of strict administration. The pupils loved to get regular assignments and wanted that the teachers should correct assignment regularly. (3) The negative traits were partiality, favouritism, wasting time, un-mindful of duty, rudeness, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit.

8. Singh Ganjeddar (1995) has conducted " A study into the role model of primary school teachers expectations Vs performance" and has concluded: that there is a lot of difference between the expectation and the performance level of primary school teachers. (2)

Some expectations are so much higher that it look ver difficult to be fullilled. (3) In some of the area inaccessible to be grasped or require sudden solution it is impossible to the teacher to perform in a ver short time. (4) In some other areas, there is n difference between performance and exepectation an variance is very few.

2.05. 1. Studies Related To Biographical, Professional And Demographic Factors.

(a). Biographical :

Teacher effectiveness has been studied in relation to many biographical variables such as gender, age, place of brith size of family and marital status of the teacher. Some studies in this direction have shown a positive and significant relationship between gender and effectiveness of the teacher Mutha 1980, Gupta 1977, chayya 1974, sharma 1978. However, in majority of the studies it has been found that sex of the teacher has no effect on his teaching effectiveness and that the male and female teachers do not differ significantly in their teaching competence (Passi and Sharma 1982: Shrivastava 1980: Nair 1975: Shari 1981: Jayamma 1962: Roy 1905 and Raja Gopalan 1975) There is also no complete agreement regarding the relationship between the age of the teacher and his success in teaching.



Debnath (1971) and Nadeem (1984) found the co-efficient of correlation between teaching efficiency and age as 21 and 27 respectively. Other studies that have confirmed these findings of a positive relationship between age and teaching success of a teacher include Arora (1976) Rainna (1965) Sharma (1971) Raja gopalan (1975) and Sharma (1981) they have shown that age is in no way related to being effective or ineffective on the part of the teacher. It has also been found that size of the family and marital status have no effect on the efficiency of the teacher.

(b). Professional factors :

The Professional variables that have been studied in relation to teaching success includes Debnath, 1971, Jayamma 1963 and Raja Copalan 1975. They have observed that within the sphere of professional efficiency (teaching efficiency) trained teachers are better than the untrained teachers in the knowledge of the subject, preparation for teaching self confidence, voice, pronunciation, facial expression and in classroom teaching taken as a whole. The trained teachers are better than the untrained teachers, also in their understanding of the aims of lesson, its appropriateness, its organisation, the use of teaching devices, presentation, questioning, asering, student cooperation, participation and effective closure

(c) Demographic factors :

Attempts have also been made to study the success of a teacher in relation to the socio economic status, religion, rural/urban background and the caste of the teacher. No relationship has been found between the income level and teacher effectiveness, (Raina, 1985, sharma 1971, and Arora 1975 Gupta (1981) while comparing the rural male and female teachers and urban male and female teachers the rural and urban male teachers and rural and urban female teachers significant differences were found in them on the measures of the teaching effectiveness. On the contrary Chayya (1974) and Arora (1975) have found that the rural or urban background of a teacher has no relationship with his effectiveness in teaching.

Therefore it may be said that sex, size of the family marital status, locality in which he works school system, rural and urban background, caste and religion of the teacher do not influence his ability to teach.

2. Scholarship, Educational attainments.

Several studies have been undertaken to find a relationship between the achievement in academic and professional course and the teaching success. Shrivastava (1980) has found that teachers with high

educational attainment have scored significantly higher on the measures of teaching efficiency. Mehta (1972) has shown that there is a difference in the teaching ability of high and low achievers. Mann (1980) has arrived at the conclusion that academic achievement and achievement in professional course are positively related to teaching success. Rainal (1965) Sharma (1971) and Singh (1970) have found that academic grades have positive and high regression weights for predicting teaching success as measured by various criterion measures. On the contrary Gupta (1977) and Sharma (1978) have shown that academic achievement correlates insignificantly with teaching success.

3. Attitude and values.

A considerable number of studies have been undertaken to analyze the relationship between teacher attitude and teaching success. Sherry (1964) has found that the attitude towards professional is an important factor in determining the success of the teacher. Samantary (1970) has proved that a favourable attitude goes with superior efficiency and vice versa (Gupta 1977 has arrived at the conclusion that teaching success is significant differences exist in the attitude of more and less successful teachers, towards teaching, child-centered practices, classroom teaching and educational processess. It is further revealed that

successful teachers have more positive and healthy attitude towards the profession.

In only two studies (Singh 1978 and Mutha 1980) an attempt has been made to examine the relationship of values found in teachers with their effectiveness. Singh (1978) has found that theoretical and social values as measured by Allport-Vernon-Lindzey scale of values are positively related to teaching success, whereas economic and aesthetic values, measured through the same instrument have a negative relationship with teaching success. He has concluded that more higher the teacher's level of teaching success, the more intellectual and socially desirable his approach is to the problem. But on the other hand this teacher is aesthetically inferior and economically less sensitive.

4. Classroom Behaviour.

Several investigations have been attempted to spell out the desirable class room behaviour of the effective teachers.

1. Pangotra (1981) found that the successful teachers dominate the class discussion in subject matter. Attention to motivation and discipline problems is minimum, though the teachers exhibit comparatively a greater tendency to praise or integrate pupils ideas into class discussion rather than to criticize their ideas.

He has further observed that the successful teachers try to soften the use of teacher authority by making it more reasonable, understandable and less arbitrary.

2. Benerji (1956) while observing the classroom behaviour of successful teachers has arrived at the conclusion that successful teaching requires qualities like quick thinking, ready wit, easy adaptability and humour on the part of the teacher. Balachandran (1981) has arrived at the conclusion that the factors of teaching effectiveness from the classroom point of view are subject mastery, and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, concern for the students progress and informal academic help.

3. Mathew (1980) has reported that factor analysis has resulted in 14 factors which accounted for 68.3% of variance. These included competency, teachers concern for students, using audio visual aids, professional perception, giving assignments illustrating with example, introducing logical exposition, classroom management use of questions, initiating pupil participation, use of black board recognizing the attending behaviour and achieving a closure.

4. Passi & Sharma (1982) have showed that the competencies taken together have resulted in a total variance of 76.8%. These competencies are giving

assignments, loud reading, using black board, using reinforcement, pacing, avoiding repetition, consolidating the lesson, dealing with pupil's response, improving pupil's behaviour, audibility, using secondary reinforcement recognizing pupils, attending behaviour presenting verbal mode of and shifting sensory channel. Sojha (1969) has found that the students have perceived ten most characteristic qualities in the successful teachers must as generosity honesty forgiving nature good character punctuality clear in expression, wisdom, scholarliness friendliness and well wishing nature.