

CHAPTER-II

REVIEW OF LITERATURE

Introduction

- Group A) Reviews of studies related to personality traits.
- Group B) Reviews of studies based on personality traits and teacher effectiveness.
- Group C) Reviews of studies related to effectiveness of teachers.

INTRODUCTION :

At a time of lively appraisal of educational development in India, when several changes are taking place in organisation, curricula and teaching techniques, it is essential to seek a systematic up-to-date information about what has been done in the particular area. For this purpose a survey of the related literature has to be undertaken.

"No individual, least of all a research scientist, can wisely ignore the long reach of the past history enlarges his range of observed phenomenon, affords a sense of mutuality of institution and suggest the conditioning factors in contemporary life", (Author M.Sehlesinger) (P.574, 1979).

In this chapter on review of literature, studies related to personality traits, teaching effectiveness and effectiveness of teachers have been separately reviewed in three groups and the general conclusions drawn.

Group 'A' : Review of studies related to personality traits -

In group 'A' four studies have been reviewed related to the personality traits of teachers in relation to other variables. The objectives, hypotheses and findings of the study have been reviewed at length.

Mukherjee, Manjubala (1973). Studied the relation between some personality traits and choice of occupation.

The objectives of the study were :

- I) To find out if personality traits had any measurable bearing upon the choice of occupations at the two definitely different stages of age and educational development.
- II) To find out if individuals differing in respect of their choices of occupation also differed on their personality traits.
- III) To find out if individuals differing in their age and sex also differed in their choice of occupation.

The findings were as follows :

- I) Some personality factors namely B, C & G of the 16 P.F. were found to have a measurable bearing upon the choice of some of the occupations.
- II) The students at the late adolescence level were found to shift their occupational choices in a more realistic direction than those of the adolescence level, who seemed to be much more influenced by fanciful ideas.
- III) Significant sex differences were observed in the choice of occupations which were found to increase with the advancement in age and educational grades.

Sharma S.A. (1982) : Studied the relationship of personality variation with self-disclosure among the professionals with special reference to Medical, Engineering, Teaching and Law Professions.

Objectives of the study were :

- I) To study how certain aspects of personality are related with the nature of their self discloser.
- II) To study the relationship between self discloser and depression, self discloser and brooding, self-discloser and denial of symptoms, depression and brooding, depression and denial of symptoms and denial of symptoms and brooding in the case of professionals students as well as professionals.

The sample consisted of 500 subjects belonging to different professions, viz. Medicine, Engineering, Teaching and Law. The data were analysed with the help of t - test and correlation techniques.

The findings were as follows :

- I) Engineers and lawyers had to brood more deeply about their problems to infer or decide the future course of action.
- II) Self disclosure and depression had an insignificant

relationship both in professionals as well as student groups except in the case of professional doctors who had a moderate low relationship.

- III) Self disclosure and denial of symptoms was negatively correlated in the case of Engineers and Lawyers, but positive in the case of doctors and teachers who had the highest values in this respect. But in the case of professional students self disclosure and denial of symptoms were positively correlated.
- IV) In the case of denial of symptoms, doctors and lawyers, teachers and lawyers, engineers and lawyers showed a significant difference.
- V) The difference in self disclosures of all the four groups was found to be insignificant.

Tripathi, V.K.D. (1983) : Studied the personality traits as related to creativity among male and female teacher trainees of high, middle and low socio-economic status.

The following were the objectives of the study :

- I) To develop a new test of creativity primarily with its fluency and originality components.
- II) To prepare an Indian adaptation and standardization of Cattell's 16 Personality Factors Questionnaire forms C & D in the Hindi language for use on adult population.

- III) To develop fresh norms for both the tests of creativity and personality.
- IV) To study inter relationships between originality and fluency and other components among teacher trainees.
- V) To prepare personality profiles of creative and non-creative teacher trainees and to compare their emerging patterns.

The sample of the main study consisted of 354 B.Ed. teachers trainees selected from 572 trainees drawn from five colleges. The tools used for collecting data were a Hindi version of 16 P.F. Questionnaire. Mean, median test were used for analysing data.

The findings of the study were :

- I) The females were higher on creativity than the males.
- II) There was a positive correlation between the SES and creativity scores.
- III) Sexwise analysis of creativity scores of the three SES GROUPS showed a negligible effect of SES on creativity.
- IV) The effect of SES on personality was not substantial as the differences were noticeable in less than one third of the total personality factors.
- v) High SES creatives were superior in consciousness and experimental attitude.

Dubey, Rajeshwari (1986). A study of the personality traits of pupil teachers towards successful integration of instructional skills.

The objectives of the study were :

- I) To identify the male and female teacher trainees who obtained high and low scores on the component of integration of instructional skills as measured by the Indore Teaching Assessment Scale (ITAS), in terms of their personality traits, intelligence level and attitude towards teaching.
- II) To determine the relationships between the scores on different personality factors of the teacher trainees and their scores on the component of IIS.
- III) To determine the relationship between the scores of teacher trainees on intelligence test and IIS components.

The sample consisted of 241 B.Ed. teacher trainees who were in the age group of 22-26. The tools used for the study were A Hindi version of Cattell's 16 P.F. Questionnaire

The findings of the study were :

- I) Significant personality traits of males scoring high on the IIS component as identified on the basis of the investigation were that they were suspicious, self opinionated and hard to fool (L +).
- II) Females scoring high on the IIS component were also

found to have the L+ factor.

- III) The correlation between intelligence test scores and scores on the component of integration of skills was found to be significant but it was negative in the case of the male sample. No relationship between these two variables was found for the female sample.

General conclusions from reviews of studies on personality traits :

- 1) Significant sex difference were observed in the choice of occupations which were found to increase with the advancement in age of educational grades.
- 2) Engineers and Lawyers' had to brood more deeply about their problems to infer and decide the future course of action.
- 3) Self disclosure and depression had an insignificant relationship both in professionals as well as student groups except in the case of professional doctors who has a moderate low relationship.
- 4) Self disclosure and denial of symptoms was negatively correlated in the case of engineers and lawyers, but positive in the case of doctors and teachers who had the highest values in this respect, But in the case of professional students self disclosures and denial of symptoms were positively correlated.
- 5) The effects of socio-economic status on personality was

not substantial as the differences were noticeable in less than one third of the total, personality factors.

Group B : Review of the literature based on personality traits and teacher effectiveness.

In Group B six studies have been reviewed :

Grewal, S.S. (1976), Studied intellectual and personality correlates of teacher effectiveness at the higher secondary school stage.

Hypotheses of the study were :

- I) The measures of attitude, interests, pupil's rating of teacher's and colleague's rating of teachers are the interrelated criteria of teachers effectiveness.
- II) The measures of intelligence of personality traits cluster in specific constellation with the criterion measures of teacher effectiveness to explain common factor variance.
- III) The measures having communality appear on common factors, thereby justifying the factorial validity of different tools used in this study.

The sample consisted of 520 trained graduate teachers.

The Bell's Adjustment Inventory, the Bernreuter's Personality Inventory, formed the tools for collecting necessary data.

Mean, mode, median, S.D. product-moment correlation, analysis of variance were used in the analysis of data.

The findings of the study were as follows :

- I) The four criterion measures of teacher effectiveness were not orthogoral to each other and the observed R was very high.
- II) The measures of intelligence and personality traits clustered in specific constellation with the criterion measures of teacher effectiveness.
- III) The hypotheses that the similar type of measures fall on one common factor was confirmed.

Maheshwari, V.C. (1976) : Studied the classroom verbal interaction patterns of effective and ineffective teachers.

The study was designed to explore the classroom verbal interaction patterns of effective and ineffective teachers.

A sample of 200 teachers consisting of 100 effective and 100 ineffective teachers was selected. The effective and ineffective teachers were identified on the basis of pooled

criteria of the Minnesota Teacher Attitude Inventory scores. The data were analysed by using t - test.

The findings of the study were as follows :

- I) Boys were found excelling girls and urban students were superior to their rural counter-parts in intelligence.
- II) In sociability, girls were superior to boys and urban students were superior to rural students.
- III) Boys were more adjusted in comparison to girls.
- IV) Boys were superior to girls in industry.

Gupta, R.C. (1976). Prediction of Teacher Effectiveness through personality test.

The hypothesis of the present study were :

- I) Teachers in the 'high' average and low categories, put according to their scores on the teacher effectiveness measures, can also be differentiated on the basis of their 16 P.F. score profiles.
- II) Some of the sixteen personality factors will be significantly correlated with the composable teacher effectiveness used and on the basis of these relationships, it is possible to develop a 16 P.F. specification equation and linear qualification grid for predicting teacher effectiveness.

The following findings resulted from the study :

- I) The high effective teachers differed significantly from the general population with respect to nine personality factors out of sixteen. They were more affectothymic (A+), more intelligent (B+), having more ego strength (C+), more surgent (F+), more self sentiment (Q₃+), less suspicious (L-) less guilt prone (O-), and less radical (Q=).
- II) The low effective teachers were less intelligent (B-) and were having lower self-concept, control (Q₃-) compared to general adult population.
- III) In comparison to average effective teachers, high effective teachers were significantly more intelligent (B+), emotionally adventurous (H+), tenderminded (I+) and had higher self concept control (Q₃+), and they were also less suspicious (L-), less experimenting and radical (Q-) less experimenting and radical (Q-) less self sufficient (Q₂-) and less tense and frustrated (Q₄-).

Singh, S.K. (1976). Studied some personality variables related to teaching effectiveness.

The major objective of the study was to examine the relationship between some personality variables and teaching effectiveness.

The findings were as follows :

- I) The needs of superior, average and inferior teachers were clearly distinct from the other two in the needs, viz. cognition dominance, autonomy and construction.
- II) The inferior teachers were distinguishable from the other two by their need of acquisition.
- III) The prominent needs of inferior teachers were succourance, deference and play.
- IV) The most prominent needs of superior teachers were nurturance, achievement counteration and aggression.
- V) The organisation pattern of superior teachers was generally logical and that of inferior teachers was emotional.

Mathew, George (1976). Studied classroom behaviour of teachers and its relationship with their creativity and self concept.

The following were the objectives of the study :

- I) To find out the nature and extent of relationship if any, between creative teacher personality and teacher behaviour.
- II) To find out the nature and extent of relationship, if any, between creative teaching process and teacher behaviour.
- III) To find out the nature and extent of relationship, if any, between self-concept and teacher behaviour.

IV) Female teachers scoring low on what were apprehensive, worrying and troubled, had favourable attitude towards teaching.

V) No significant relationship was found between intelligence and attitude towards teaching.

Khanna,P. (1985). Carried out a study of personality patterns of successful (Effective) highschool teachers of Aligarh District.

The following objectives were decided :

- I) To identify the successful (Effective) teachers.
- II) To find out the personality patterns of the successful (Effective) teachers of highschool classes.

Hypotheses stated were :

- I) There are different personality patterns of successful and unsuccessful teachers.
- II) There is a definite impact of teachers personality on the students behaviour, the following were the findings of the study :
 - I) The successful teachers had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment.

- II) Highschool students were quite sensitive and receptive to prominent personality traits of their teachers.
- III) There was a definite impact of teacher's personality on the students perception.
- IV) There was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students.

The general findings on reviews of studies on personality traits and teacher effectiveness.

1. The measures of intelligence of personality traits cluster in specific constellation with the criterion measures of teacher effectiveness.
2. The high effective teachers differ significantly from the general population with respect to nine personality factors out of sixteen.
3. The low-effective teachers were less intelligent and were having lower self-concept compared to general adult population.
4. In comparison to average effective teachers, high effective teachers were significantly more intelligent.
5. The successful teachers had traits which were positively helpful and valuable for the mental health of the individuals, whereas unsuccessful teachers had traits which

- tended to lead the person to a kind of maladjustment.
6. There was a definite impact of teachers personality on their students perception.
 7. A close relationship existed between the level of effectiveness of teachers and the levels of achievement of their students.

Group C : Reviews of studies related to effectiveness of teachers -

In group C five studies related to effectiveness of teachers have been studied.

The objectives and findings of the study have been studied at length.

Roy,S. (1977). Studied classroom questioning and pupil achievement : An Inquire into teaching style.

The objectives of the study were :

The major objective of the study was to find out the relative effectiveness of the three styles of teaching upon pupil achievement for the instructional objectives of knowledge, comprehension application and total achievement. The three style of teaching were : (i) lecturing, (ii) questioning and response without feedback and (iii) questioning response feedback sequence.

The sample consisted of 98 students of Baroda Highschool, studying in VIII standard. The t - test was used to find the significance of difference in the treatment means.

The study revealed that the three teaching styles had equal effects on the development of knowledge and application abilities and total achievement of pupils. However, with regards to comprehension ability, there were differential effects. Lecturing differed significantly from question-response sequence. Question response without feedback and question-response feedback aid did not differ significantly.

Shashikala, Y.S. (1976). Investigated the inter personal relationship between teacher and students with a view to establishing socio psychological correlates of teacher behaviour.

The objectives of the study were :

To determine whether certain variables were related to teacher behaviour indices. The presage variables were the needs, anxiety, modernity attitude towards students, age, SES of the teacher and organizational climate of the school.

The study was correlational in nature. The sample of the study consisted of 148 secondary school social-studies teachers teaching IX standard.

The statistical techniques used were the coefficient of correlation, t - test, analysis of variance and multiple R.

The following were the findings of the study :

- I) Age was positively related to I/D and TQR and negatively to i/d and CCR (at 0.01 level).
- II) SES of modernity were not related significantly to any of the teacher behaviour indices.
- III) Anxiety was related negatively to TRR and TRR 89 (at 0.05 level).
- IV) There were no significant difference in teacher behaviour under the six different types of climate.
- V) Successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard.

Singh, R.S. (1981). Investigated into the teachers effectiveness and its correlates at High Secondary stage in Eastern U.P.

The objectives were :

- I) To compare teacher effectiveness of male and female teachers of Urban and rural areas.
- II) To compare their intelligence, socio-economic status, attitude towards teaching profession and adjustment.
- III) To determine the combined effect of the correlates on teacher effectiveness.

The sample comprised 330 teachers of urban and rural areas from 22 intermediate colleges of Varanasi Gorkapur district.

The findings of the study were :

- I) No significant difference in the mean scores of male and female teachers in their effectiveness was observed.
- II) The difference in the mean intelligence scores of male and female teachers was not significant.
- III) It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness.
- IV) The difference in the mean scores of urban male and female teachers was found to be non-significant on the SES scale.
- V) A low relationship between intelligence and socio-economic status was observed. It was, however, not significant.

Patel, D.V. (1993). Carried out a study of the secondary school student's perception of effectiveness of their English teachers.

The objectives were the following :

- I) To study the perception of Gujarati medium and English medium students about the effectiveness of their English teacher.
- II) To study the perception of boy and girl students about the effectiveness of their English teacher.

- III) To study the perception of urban and rural students about the effectiveness of their English teacher.
- IV) To study the interaction effects of sex, medium and area in relation to the perception of the effectiveness of the English teachers.

The Hypotheses of the study were :

- I) There is no significant difference between the perception of boys and girls about the effectiveness of their English teacher.
- II) There is no significant difference between the perception of urban and rural students about the effectiveness of their English teacher.
- III) There is no significant difference between the perception of English medium and Gujarati medium students about the effectiveness of their English teacher.
- IV) There is no significant interaction between or among the independent variable as far as perception of effectiveness of the English teacher is concerned.

The findings were as following :

- I) Area and medium are significant factors in developing the clear cut perception about the English teachers i.e., The students from urban area and English medium schools have

clear cut perception about their English teachers than the students belonging to rural area and Gujarati medium school.

- II) The first order and the second order interaction effects were found to be negligible.

Kaur, B. (1993). Investigated into the creative thinking ability, intelligence, emotional maturity and self acceptance in relation to teacher effectiveness among secondary school teachers of Shimla.

The objectives were as follows :

To study the relationship between dependent variable, teacher effectiveness and independent variable, creative thinking ability, intelligence, emotional maturity and self acceptance and also between teacher effectiveness and demographic variables of age, qualification and teaching experience of secondary school teachers.

The following were the hypotheses of the study :

There will be significant positive correlation between teacher effectiveness and the variable creative thinking ability, intelligence, emotional maturity and self acceptance.

The findings were as follows :

I) Teacher Effectiveness and Creative Thinking Ability.:

The score on teacher effectiveness and the various components as well as total creativity show negative correlation. The coefficients of correlations between teacher effectiveness and fluency, flexibility, originality and total creativity are $-.002$, $-.046$, $-.072$ and $-.924$ respectively. None of the coefficient is significant. The findings is supported by the findings of Mathew (1976) who found both positive and negative relationship between teacher effectiveness and various components of creative thinking ability but the correlations found were not significant. It can be concluded from the finding that the teacher effectiveness may not necessarily correlate with creative thinking ability.

Teacher Effectiveness and Intelligence.

II) The coefficient of correlation between teacher effectiveness and intelligence was found to be $.33$ which indicates a positive but non-significant relationship. It means that the variable of intelligence does not contribute significantly to teacher effectiveness. The finding is supported by the findings of Deva (1966), which found non-significant positive and negative correlation between intelligence and teacher effectiveness. In contradiction, studies of Adaval (1953), Kakkar (1965), Balram (1965) and Bloom (1967) found significant positive correlations between the two variables.

III) Teacher Effectiveness and Emotional Maturity.

The scores on teacher effectiveness and emotional maturity yielded a correlation of .46 which is significant at .05 level. This means that emotional maturity contributes to teacher effectiveness that is the more emotionally mature teachers are likely to be the more effective the teachers are. Dosaih (1956), Warburton et al. (1963) and Koul (1972) also found similar results.

IV) Teacher Effectiveness and Self acceptance -

The coefficient of correlation between teacher effectiveness and all the aspects are found to be positive with the correlation between teacher of self effectiveness and perceived self ($r = 0.171$) being significant at .05 level, while correlations between teacher effectiveness and ideal self and perceived ideal discrepancy being non-significant. That means the higher the perceived self of the teacher the more effective he is likely to be. The studies by Kakkar (1965), Malik (1965) and Veldman and Kelley (1968) also showed significant positive correlation between teacher effectiveness and self acceptance.



The Main findings from the reviews of studies
on effectiveness of teachers is as follows :

- 1) Effective teachers made use of aspects of feelings and praise. They use student ideas, questions, student response and initiation. Whereas ineffective teachers employed lecture, direction and authority categories in the class-room behaviour.
- 2) The effective teachers involved more creative teaching models.
- 3) There is no significant difference in the mean scores of male and female teachers in their effectiveness.
- 4) The difference in the mean intelligence scores of male and female teachers was not significant.
- 5) It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness.

Having reviewed the related literature the next chapter is devoted to the methodology of the study.

CHAPTER-III

PLAN AND PROCEDURE

METHOD OF RESEARCH :

SURVEY METHOD

Advantages of Survey Method.

SAMPLE

- I) Professional Courses.
- II) Students Sample.
- III) Teachers Sample.

TOOLS

- I) Interview
- II) Questionnaire - LEQ
- III) The 16 Personality Factor
Questionnaire.

PROCEDURE.