

CHAPTER - II

REVIEW OF LITERATURE

Introduction

Group A) Reviews of studies related to personality traits.

Group B) Reviews of studies related to effectiveness of teachers

Group C) Reviews of studies related to personality traits and teacher effectiveness.

REVIEW OF LITERATURE

INTRODUCTION :

This chapter deals with the some detail possible contribution of a careful survey of the literature and researches related to present study. The survey of review of the related literature and of research is an essential aspect of a research project; because it helps the researcher in the clarification of her problem and avoidance of unnecessary duplication of the formation of insightful hypothesis the planning of an adequate research design and insightful interpretation of her findings.

"The purpose of the literature review is to expand upon the context and background of the study to help further define the problem and to provide an empirical basis for the subsequent development of hypothesis." (Tuckman. B.W.1972)

The review of the related literature and research provides comparative data on the basis of which to evaluate and interpret the significance of one's findings. It also contribute to the scholarship of the investigator.

"Through studying related research one learns which procedures and instruments have proved useful and which seem less promising. The study of related literature places the researcher in a better position to interpret the significance of his own results". (Aray D, Jacob; L.C. Razavieh - A 1972)

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 general conclusions drawn.

Group A : Review of Studies Related to Personality Traits :

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

KAULs (1972) Factorial Study of Certain Personality variables of popular teachers in Secondary Schools.

The objectives of the study were:

i) to sort out the differentiating personality traits (cattell's factors) of 'popular' and 'not popular' teachers.

ii) To extract and interpoet the common factors of the differentiating personality traits of popular teachers.

iii) to sort out differentiating sprangerian values of 'popular' and 'not popular' teachers.

iv) to extract and interpret the common factors of the differentiating sprangerian values and

v) to study the effectiveness of the popular teachers with respect to attitude towards teaching, public examination results of their students and the appraisal of their work as teachers.

The samples of 'popular' teachers and not popular teachers were 124 and 100.

The result of study were :

i) The popular teachers distinguished them selves as more outgoing, intelligent, emotionally more stable, sober conscientious, venturesome toughminded, shrewd, placid controlled and relaxed.

ii) The popular teachers were significantly high on theoretical, social political and religious values and were significantly low on economic and aesthetic values.

iii) The popular teachers had a favourable attitude towards teaching in schools.

iv) The popular teachers were found 'to be effective in their work as teachers.

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 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 derical 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 professionals 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 disclosure 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 relationship 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 altitude.

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 ITS.

III) To determine the relationships between the scores of teacher trainees on intelligence test and ILS component.

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 (Lt).

II) Females scoring high on the IIS component were also found to have the Lt 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 those two variables was found for the female sample.

General Conclusions from reviews of studies on personality traits:

1) The popular teachers were found to be effective in their work as teachers.

2) Significant sex difference were observed in the choice of occupations which were found to increase with the advancement in the age of educational grades.

3) Engineers and lawyers had to brood more deeply about their problems to inter and decide the future course of action.

4) 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.

5) 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.

6) The effects of socio economic status on personality was not substantial as the difference were noticeable in less than one third of the total, personality factors.

Group B : Reviews of Studies related to teacher effectiveness.

In group B 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 achivement for the instructional objectives of Knowledge, comprehension application and total achivement. 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 of

application abilities and total achievement of pupils. However, with regards lecturing differed significantly from question-response sequence 'Question response without feedback and question --

response feedback did not differ significantly

Shashikala , Y.S. (1976) - Investigated the interpersonal 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 on 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 students and also their overall educational standards.

Singh, R.S. (1981). Investigated into the teachers effectiveness and its correlated 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 350 teachers of urban and rural areas from 22 intermediate colleges of Varanasi Gropapur District.

The finding 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 has 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 nonsignificant 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 students 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 teachers.

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 Hypothesis 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, 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 preception of effectiveness of the English teacher is concerned.

The findings were as follows :

I) Area and medium are significant factors in developing the clear cut preception 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 dependant variable teacher-effectiveness and independant 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 emotional maturity & self acceptance.

The findings were as follows :

I) Teacher Effectiveness & Creative Thinking Ability :

The score on teacher effectiveness & the various components as well as total creativity show negative correlation. The coefficients of correlation between teacher effectiveness & fluency, flexibility, originality & total

creativity are - .002, -.046, -.072 & -.924 respectively. None of the coefficient is significant. The findings is supported by the findings of Matthew (1976) who found both positive & negative relationship between teacher effectiveness & 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.

II) Teacher effectiveness & Intelligence :

The coefficient of correlation between teacher effectiveness & 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 & negative correlation between intelligence & teacher effectiveness. In contradiction, studies of Aduval, Kakkal (1965) Balram (1965) & Bloom (1967) found significant positive correlation between the two variables.

III) Teacher Effectiveness & 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) & Koul (1972) also found similar results.

IV) Teacher Effectiveness & Self acceptance :

The coefficient of correlation between teacher effectiveness & all the aspects are found to be positive with the correlation between teacher of self effectiveness & perceived self ($r = 0.171$) being significant at .05 level, while correlations between teacher effectiveness & ideal self & 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) & Veldman & Kelley (1968) also showed significant +ve correlation between teacher effectiveness & self acceptance.

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

1. Effective teachers made use of aspects of feelings & praise. They use student ideas, questions, student response & intitation. Whereas ineffective teachers employed lecture direction & authority categories in the classroom behaviour.

2. The effective teachers involved more creative teaching models.

3. There is no significant difference in the mean scores of male & female teachers in their effectiveness.

4. The difference in the mean intelligence scores of male & 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.

Review of studies based on personality traits & teacher effectiveness.

In Group six studies have been reviewed : Grewal, S.S. (1976) studied intellectual & 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 & colleague's rating of teachers are the interrelated criteria of teachers effectiveness.

II) The measures of intelligence of personality traits cluster in specific consellation 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 & the observed R was very high.

II) The measures of intelligence & personality traits clustered in specific constellation with the criterion measures of teacher effectiveness.

III) The hypotheses that the similar type of measures falls on one common factor was confirmed.

Maheshwari, V.C. (1976) : studied the classroom verbal interaction pattern of effective & ineffective teachers.

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

A sample of 200 teachers consisting of 100 effective & 100 ineffective teachers was selected. The effective & ineffective teachers was identified on the basis of pooled criteria of the Minnesota Teachers 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 & urban students were superior to their rural counter-parts in intelligence.

II) In sociability, girls were superior to boys & urban students were superior to rural students.

III) Boys are 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 & 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 & on the basis of these relationships, it is possible to develop a 16 P.F. specification equation & 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-) & 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 & 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 variable & teaching effectiveness.

The findings were as follows :

I) The needs of superior, average & inferior teacher were clearly distinct from the other two in the needs, viz. cognition dominance, autonomy & construction.

II) The inferior teacher were distinguishable from the other two by their need of acquisition.

III) The prominent needs of inferior teachers were succourance deference & play.

IV) The most prominent needs of superior teacher were nurturance, achievement counteration & aggression.

V) The organisation pattern of superior teachers was generally logical & that of inferior teachers was emotional.

Mathew, George (1976) studied classroom behaviour of teachers & its relationship with their creatirity & self concept.

The following were the objectives of the study :

I) To find out the nature & extent of relationship if any between creative teacher personality & teacher behaviour.

II) To find out the nature & extent of relationship, if any, between creative teaching process & teacher behaviour.

III) To find out the nature & extent of relationship, if any between self concept & teacher behaviour.

IV) Female teachers scoring low on what were apprehensive, worrying & troubled, had favourable attitude

towards teaching.

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

Khanna, P.(1985) carried out a study of personality patterns successful (Effective) high-school teachers of Aligarh District.

The following objectives were decided :

I) To indentify the successful (Effective) teachers.

II) To find out the personality patterns of successful & unsuccessful teachers.

Hypotheses stated were :

I) There are different personality patterns of successful & unsuccessful teachers.

II) There is a definite impact of teacher personality on the students behaviour.

The following were the findings of the study :

I) The successful teachers had traits which were positively helpful & valuable for the mental health of the individual where as unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment.

II) Highschool students were quite sensitive & 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 of the level of achievement of their students.

The general findings on reviews of students on personality traits & 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 & valuable for the mental health of the individuals, whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment.
