2.0 REVIEW OF RELATED THE LITERATURE

The main aim of reviewing the related literature is to get an insight into the conceptual framework in the particular area, which enables the investigator in understanding the research approach, method, instrumentation and data analysis to be applied in the study. According to Best (2003), “Practically all-human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past”.

The phrase review of related literature consists of two words i.e. Review and Literature. The term ‘Review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that proposed study would be an addition to this field. In research methodology, the term ‘Literature’ refers to the knowledge of a particular area of investigation of any discipline, which includes theoretical, practical and its research studies. The task of review of related literature is highly creative and tedious because the researcher has to synthesize the available knowledge of the field in an organized and systematic way to provide the rationale for his/her study.

The review of related literature is an important part of the scientific approach and is carried out in all areas of research. This provides the researcher the means of getting to the frontier in his particular field of knowledge. It helps to understand the theory in the field and gives knowledge with regard to the procedures and instruments which have proved useful. It avoids unintentional replication of previous studies and keeps the researcher in a better position to interpret the significance of his own results. Thus, it could be seen that the review of related literature is very important and essential step in designing any
Chapter-II

Review of The Related Literature

research work. Review of related literature implies locating, studying and evaluating reports of relevant researchers, the study of published articles, going through related portions of encyclopedias and research abstracts, the study of pertinent pages out of comprehensive books on the subject and going through related manuscripts if any. Survey of previous researches in associated areas of research by the investigator is extremely important. It helps in identifying the problem; providing a background for the development of study in terms of methods, tool design and what has been investigated. The related literature makes the investigator up to date. It also helps the investigator in safeguarding the work from pitfalls and weakness with which some of the earlier researchers have suffered. To get acquaintance with the type of research work undertaken in the field of teaching aptitude, attitude and values among secondary school teachers, an attempt was made to review literature. Going through the literature of the last few decades, particularly last couple of years, a number of research studies (both Indian and Abroad) have been identified which have either direct bearing on the recent study. This enlightened the investigator about the present status of the problems taken up for research, what has been done in that field and what remains still to be done. Also, what the likely challenges are to be faced by the present researcher in conducting the study. A systematic review of the related literature not only guides to select a good problem but also prevent the unnecessary duplication, provides valuable clues to formulate the hypotheses, suggests appropriate design to conduct study, helps in selection of the suitable tools and above all provides a comparative data which is useful in the interpretation of the results.

The survey of the related literature is an important step in conducting educational research. It enables the investigator to locate the gaps and find the trends in research in a particular field. The information about the designs, samples, and research tools employed by other investigators help the future investigators to formulate their designs with more care. An investigator must be aware of the new research conducted in the past and only then he/she is in a
position to contribute something in the original. Good (1972), has rightly remarked, “Without a critical study of the related literature the investigator was grouping in the dark and perhaps uselessly, repeat the work already done. Therefore, in order to save time, energy and resources, it is necessary to undertake a detailed and penetrating study of all available literature.” The review of the literature serves as a guide just to judge the quantum of the work done and perceive the gaps existing in the concerned research. A critical review of the literature enables the researcher to go into greater details and wider applicability of the problem in hand so as to provide new ideas, explanations or hypotheses. The review promotes a greater understanding of the problem and its allied aspects and ensures that unnecessary and useless duplication is avoided. According to Tuckman (1972), “The purpose of the literature review is to expand upon the context and background of the study, to help further to define the problem and to provide an empirical basis for the subsequent development of hypotheses.” This chapter is devoted to reviewing, the available literature relevant to the present study. An effort has been made to cover almost all the important dimensions that may have a direct bearing on the study. The related literature studies are grouped under the theme related:

2.1 STUDIES ON TEACHING APTITUDE

Appadurai and Saraladevi, (2015) deals with the teaching aptitude and teacher attitude on teacher efficacy among school teachers. The objectives of the study were to find the impact of teaching aptitude and teacher attitude on teacher efficacy among school teachers. The sample of the study consisted of 400 teachers from government schools (50 males and 50 females), government aided school (50 males and 50 females), corporation school (50 males and 50 females), matriculation school (50 males and 50 females). Random sampling technique was used for selecting in-service teachers located in Chennai district of Tamil Nadu. Tools used were: Teacher Efficacy Questionnaire by Gibson, S. and Dembo. M., (1984), Teaching Aptitude Questionnaire by Shamim Karim and Ashok Kumar Dixit (1986) and Teacher Attitude Questionnaire by Cook,
W. W., Leeds, C. V. H., Callis, R., (1951). Statistical techniques applied for analyzing the data were mean, standard deviation, coefficient of correlation (r) and ‘t’ test. The results revealed that there was significant difference between teacher attitude of males and females in case of government aided and matriculation schools. The study also showed that there was significant difference between teacher aptitude of males and females in case of government and matriculation schools. Besides, there was significant difference between teacher efficacy of males and females in the case of government and matriculation schools. Moreover, the study also found that there was significant relationship between teacher attitude and teaching aptitude in the case of males of government schools.

Anjali, (2015) conducted comparative study on teaching aptitude of rural & urban school teachers. The objectives of the study were the various dimensions of teaching aptitude in rural and urban school teachers. The sample of the study consisted of 400 government higher secondary school teachers (200 rural and 200 urban), with 200 respondents (100 female and 100 male) chosen from rural and urban areas. The random sampling technique was used to select in-service teachers located in Nizamabad and Karimnagar districts of Telangana state. Teaching Aptitude Test Battery (Shamim Karim and Ashok Kumar Dixit) was used for collection of data. Analysis of data was made by employing mean, standard deviation and t-test. The major finding was that the rural and urban teachers are significantly different from each other as far as their teaching aptitude is concerned. Moreover, the study found that rural and urban teachers differ significantly on co-operative nature, considerateness and wide interest and scholarly taste. The study further found that urban teachers are more fair-minded and impartial and also possess high moral character and discipline as compared to rural teachers. It was also reported that the urban and rural teachers had been found to be insignificant on optimistic attitude, motivational aspect, and dynamic personality.
Chapter-II

Review of The Related Literature

Gondi, (2015) indicates on the teaching aptitude of secondary school teachers in relation to their job satisfaction, social adjustment and personality factors. The major objectives were to study the teaching aptitude of secondary school teachers and to find relationship of teaching aptitude with job satisfaction, social adjustment and personality factors of secondary school teachers of Bagalkot district. To identify the predictors of teaching aptitude of secondary school teachers. The sample consisted of 355 secondary school teachers were selected by using stratified random sampling technique. The tool used for collection of data are Teaching Aptitude Test Battery by Dr. R. P. Singh and Dr. S. N. Sharma (2011), Job Satisfaction Scale by Meera Dixit (1993), Social Adjustment Inventory by Dr. Roma Pal (1985) and 16 Personality Factor Test (Forms A+B) developed by Cattel and Ebser (1962). The statistical treatment was made through mean, standard deviation, one-way ANOVA; Tukey’s multiple post hoc procedures and unpaired t-test, Pearson’s correlation coefficient method and multiple linear regression analysis. The results showed that female teachers had significantly higher teaching aptitude as compared to male teachers of secondary school teachers. Moreover, male teachers had similar mental ability, attitude towards children, professional information and interest in profession scores. The study revealed that teachers of secondary schools belong to different age groups (below 10, 35 yrs and above 10, 35 yrs) have similar teaching aptitude, mental ability, attitude towards children, adaptability, professional information and interest in profession scores. The study depicts that science faculty teachers have significant higher teaching aptitude as compared to arts faculty teachers of secondary schools. The study further revealed that teaching aptitude, job satisfaction, social adjustment and personality factors of secondary school teachers and its dimensions are dependent on each other. The interaction effect of the job satisfaction (x1), adjustment (x2) and personality (x3) on teaching aptitudes of teachers of secondary schools (male and female, aided and unaided, arts faculty and science faculty teachers and Kannada medium teachers and English medium
teachers, below 35yrs of aged and above 35yrs of aged and below 10yrs teaching experienced and above 10yrs teaching experienced) was found to be positive and significant.

**Malik and Sindhu, (2015)** presents a study of teaching aptitude of B.Ed. pupil teachers in relation to their teaching competency. The objective of the study was to find the relationship between teaching aptitude and teaching competency of B.Ed. pupil teachers. The sample comprised of 600 teachers from B.Ed. colleges in the rural and urban areas and was randomly selected. The researcher used Teaching Aptitude Scale by L. C. Singh and Dahiya (2002) and Teaching Competency Scale by B. K. Passi and M. S. Lalitha (2011) for collecting the data. The data was analyzed through correlation coefficient (r). Findings revealed that teaching aptitude and teaching competency of B.Ed. pupil teachers are not correlated with each other. Moreover, it shows that there are some other variables which affect the teaching aptitude of B.Ed. pupil teachers.

**Malik and Sindhu, (2015)** conducted a study on teaching aptitude of B.Ed. pupil teachers in relation to their intelligence. The objective of the study was to find the relationship between teaching aptitude and intelligence of B.Ed. pupil teachers. The sample consisted of 600 B.Ed. pupil teachers in different colleges of Gurgaon, Faridabad, Mewat and Rewari districts of Haryana were randomly selected. The tools used by the researcher include Teaching Aptitude Scale (2002) by L. C. Singh and Dahiya and Test of General Intelligence (2012) by S. K. Pal and K. S. Mishra. The main findings of the study revealed that teaching aptitude and intelligence of B.Ed. pupil teachers are correlated with each other. The study also reveals that intelligence effects the teaching aptitude of B.Ed. pupil teachers.

**Rani and Siddiqui, (2015)** concluded that home environment, academic achievement and teaching aptitude on training success of pre-service elementary teachers of India. The objective of the study was to investigate the degree of association of teaching aptitude with training success of elementary
teacher education trainees of all three streams (arts, science, and commerce). The sample consisted of 380 teacher trainees selected from three DIETS of Delhi, India. The tool used for collection of data includes Teaching Aptitude Test (S. S. Dahiya and L. C. Singh). The data collected was analyzed through correlation method. The results showed that home environment, academic achievement and teaching aptitude are positively correlated with training success of the elementary teacher education trainees. The study depicted that there was significant difference between home environments and academic achievement at 10+2 level and teaching aptitude of elementary teacher education trainees of all three streams (arts, science, and commerce).

Srivastav, (2014) observes the comparative study on teaching aptitude of fresh categories of student teachers with those of in-service categories in relation to their socio-economic status. The objective study was to investigate the relationship between the fresh category student teachers and in-service category of teachers in terms of teaching aptitude and socio-economic status and to compare male and female teachers on their teaching aptitude. The sample comprised of 500 students (250 males and 250 females) were selected from in-service and pre-service categories of teachers from Satna district of Madhya Pradesh. Teaching Aptitude Test Battery by Dr. R. P. Singh and Dr. S. N. Sharma and Socio-Economic Status Scale developed by Srivastava, G. P. was used to collect the data. The data collected were analyzed through mean, standard deviation, t-test and ANOVA. The results showed that the fresh and in-service category student teachers do not differ significantly in their teaching aptitude. The high and low socio-economic status of male and female fresh category student teachers significantly differ in their teaching aptitude. Moreover, the high socio-economic status male and female in-service category teachers do not differ significantly in their teaching aptitude. Low socio-economic status male and female in-service category teachers differ significantly in their teaching aptitude. There was significant interaction effect
of gender and socio-economic status of in-service and fresh category teachers on their teaching aptitude.

Kaur and Singh, (2014) illustrate the teaching aptitude and attitude towards teaching as predictors of teaching skills of prospective science teachers. The purpose of the study was to compare the conjoint effect of teaching aptitude and attitude towards teaching the prediction of teaching skills among prospective science teachers. A sample consisted of 100 prospective science teachers selected by multi-stage sampling technique (two-stage). For collection of data, Baroda General Teaching Competence Scale by Passi and Lalitha (2009), Teaching Aptitude Test (TAT) by Gakhar and Rajnish (2004) and Teacher Attitude Inventory by Ahluwalia, (2006) were used. Findings of the study revealed that the teaching aptitude and attitude towards teaching conjointly was significantly higher as compared to their separate prediction for prospective science teachers.

Santwana and Chincholikar, (2014) presents academic achievement, aptitude, attitude and anxiety of post-graduate students. The major objective of the study was to investigate the relationship between academic achievement of M.Ed. Students with their attitude, aptitude and anxiety. A sample of 296 M.Ed. students were selected with 169 females and 127 males from two university departments and fifteen colleges of education affiliated to Dr. Babasaheb Ambedkar Marathwada University offering regular pre-service M.Ed. course. Teacher Aptitude Test (Jai Prakash and R. P. Shrivastava), Teacher Attitude Inventory (S. P. Ahluwalia), and Comprehensive Anxiety Test (Sharma, R. L. Bharadwaj and M. Bhargava) were used for collection of data. The academic achievement was taken as the final percentage of marks obtained in B.Ed. course. Statistical techniques applied were linear regression analysis carried out between academic achievement, aptitude, attitude and anxiety score. The results proved that aptitude score and anxiety score are significant predictors of achievement score of M.Ed. students. However, attitude score is not a significant predictor of achievement score of M.Ed.
students in colleges of education affiliated to Dr. Babasaheb Ambedkar Marathwada University.

**Kaur, (2014)** reveals the comparative study on teaching aptitude of B.Ed. (General) pupil teachers of Kurukshetra district in relation to their gender, location, stream and professional experience. The study aimed at assessing and comparing the difference between gender, location, stream in the teaching aptitude of pupil teachers of Kurukshetra district in relation to their professional experience as the teacher. The sample consisted of 70 pupil teachers from four training college selected from Kurukshetra district. The researcher used Teaching Aptitude Test Battery (Dr. R. P. Singh and Dr. S. N. Sharma) for collecting data. The data collected was analyzed through mean and t-test. Results showed that there was no significant difference in urban and rural pupil teachers under study on teaching aptitude. The study found that the significant difference in mean scores of pupil teachers studying in B.Ed. colleges having teaching experience on the basis of their graduation and post-graduation degrees and the pupil teachers without any previous experience of teaching reveals that there is no significant difference in teaching aptitude of pupil teachers in relation to gender, location, stream but a significant difference has been identified in relation to their professional experience as a teacher before joining B.Ed. the training course.

**Kumar, (2014)** demonstrates the study on teaching aptitude of prospective mathematics teachers. The objective of the study was to investigate the relationship between teaching aptitude of prospective mathematics teacher with respect to locality, gender, and educational qualification. The sample consisted of 200 prospective urban and rural, graduate and post-graduate mathematics teachers were selected using stratified random sampling technique. The tool used for collection of data includes Teaching Aptitude Test Battery developed by Shamim Karim and Ashok Kumar Dixit. The data was analyzed through mean, standard deviations, standard error of the difference between means (SED) and Critical Ratio (C.R.). The results showed that there was a high
teaching aptitude in prospective mathematics teachers. The female teachers had better teaching aptitude when compared with male prospective mathematics teachers. Moreover, the rural teachers had high teaching aptitude when compared with urban prospective mathematics teachers. Similarly, the graduate teachers possessed much more teaching aptitude than the post-graduate prospective mathematics teachers.

Chandel and Dhiman, (2014) estimates the study on teaching aptitude among prospective teachers. The major objective was to study the overall teaching aptitude of prospective teachers on the basis of gender in six-dimension areas: (a) teaching profession (b) interest towards students (c) social contacts (d) innovation regarding activities of the school (e) professional ethics (f) teaching potentialities and current knowledge. The sample consisted of 10 B.Ed. colleges and 20 prospective teachers were selected randomly from each college of district Hamirpur of Himachal Pradesh. The Teaching Aptitude Inventory developed by Dr. S. C. Gakhar and Dr. Rajnish (1971) was used for collecting the data. The data was analyzed through mean, standard deviation and t-test. The findings of the study revealed that male and female prospective teachers differ significantly in their overall teaching aptitude. The mean scores indicate that male prospective teachers have better overall teaching aptitude as compared to female prospective teachers. There was no significant difference between genders in teaching aptitude of prospective teachers towards the area of ‘teaching profession' as well as ‘interest towards students'. On the other hand, prospective teachers differ significantly in their teaching aptitude in remaining four areas, i.e. ‘social contacts', ‘innovation regarding activities of the school', ‘professional ethics', ‘teaching potentiality', and ‘current knowledge'. The higher mean score of male prospective teachers on all the areas shows that they have better teaching aptitude as compared to their female counterparts.

Reddy, (2013) explains the teaching aptitude, social adjustment and job satisfaction of secondary school science teachers. The objective of the study
was to investigate the difference and association in the teaching aptitude, social adjustment and job satisfaction of men and women, rural and urban, government and private, residential and non-residential, English medium and Telugu medium, more-experienced and less-experienced, aged above 40 years and below 40 years secondary school science teachers. The sample consisted of 480 secondary school science teachers, 240 in each variable (gender, locality of the school, management of the school, medium of instruction, type of school, residential and non-residential, teaching experience of the teachers, age of the teachers) was collected through stratified random sampling techniques from the district Chittoor, Andhra Pradesh. Teaching Aptitude Test Battery (Shamim Karim and Ashok Kumar Dixit) was used to collect data. The data was analyzed through mean, standard deviation, critical ratio and chi-square. Findings of the study revealed that the secondary school science teachers are having very high teaching aptitude. The secondary school men and women, rural and urban, English medium and Telugu medium, residential and non-residential, aged above 40 years and below 40 years, less-experienced and more-experienced secondary science teachers possess a very high teaching aptitude with a significant difference in their teaching aptitude while as the men, rural, English medium, residential, aged above 40 years, less-experienced secondary school science teachers are having higher teaching aptitude than women, urban, Telugu medium, non-residential, below 40 years, more experienced secondary school science teachers. Moreover, the government and private secondary school science teachers have a very high teaching aptitude without any significant difference. There was a significant association between teaching aptitude and social adjustment among men and women while as there was no association between job satisfaction and teaching aptitude among men and women of secondary school science teachers. There was a significant association between teaching aptitude, social adjustment and job satisfaction of urban, private, Telugu medium, residential secondary school science teachers. There was no significant association between job satisfaction and teaching
aptitude of rural, government, English medium, non-residential secondary school science teachers. The study also found that there was a significant association between teaching aptitude, social adjustment and job satisfaction of secondary school science teachers irrespective of their experience and age levels.

**Jan and Malik, (2012)** conducted study on teaching aptitude of elementary and secondary level teacher educator. The study aimed at assessing and comparing the teaching aptitude of elementary and secondary teacher educators. The sample of the study consisted of 300 elementary and secondary level teacher educators (150 elementary and 150 secondary) selected through random sampling techniques of Kashmir division. Teaching Aptitude Test Battery by Shamim Karim and A. K. Dixit's was used to collect data. Mean, standard deviation, correlation, and t-test were used for the analyzing the data. The study revealed that elementary teacher educators have higher teaching aptitude as compared to secondary teacher educators on the total score of teaching aptitude test battery. However, among the eight dimensions, six dimensions were showing significant difference on teaching aptitude of elementary and secondary teacher educators.

**Jena, (2012)** focuses on teaching aptitude of Harijan Madhymik Vidayalya teachers in relation to their teaching competency and organizational climate. The objectives of the study were to investigate the difference in teaching aptitude of Harijan Madhymik Vidayalya teachers with respect to gender and stream and to find out the relationship between teaching aptitude and teaching competency, teaching aptitude and organizational climate. The investigator has taken 100 teachers (50 males and 50 females) from Harijan Madhymik Vidayalya Teachers. The data for research was collected from Deoria district of Uttar Pradesh by using stratified random sampling technique. Aptitude Test Battery by Singh and Sharma, (2005), General Teaching Competency Scale by Passi and Lalita, (1994) and Organizational Climate Scale by Chaudhari and Pethe, (2001) were used to collect data. The data collected were analyzed.
through Analysis of Variance (one-way) and Co-efficient of Correlation. The results showed that there was significant positive relationship between teaching aptitude, teaching competency and organizational climate of Harijan Madhymik Vidayalya science and art teachers.

**Kanti, (2011)** conducted the study on values of prospective secondary school teachers in relation to their teacher attitude and teaching aptitude. The major objective was to study the levels of teacher attitude, teaching aptitude of prospective secondary school teachers and to study the relationship between values, teacher attitude and teaching aptitude of the prospective secondary school teachers. The sample consisted of 650 prospective secondary school teachers of 10 colleges of education under Acharya Nagarjuna University from Krishna district only selected through stratified sampling technique. Teacher Values Inventory (Dr.Harbajan. L. Singh and Dr. S. P. Ahluwalia), Teacher Attitude Inventory (Dr. S. P. Ahluwalia) and Teaching Aptitude Test developed by S. C. Gakhar and Dr. Rajnish were used to collect the data. Statistical techniques applied were mean, standard deviation, t-test, one-way ANOVA, critical ratio, coefficient of correlation and multiple correlations. The study revealed that male prospective teachers have the high level of values when compared to females. The female prospective secondary school teachers have higher social values when compared to their male counterparts. There was no significant relationship between teacher values, teacher attitude and teaching aptitude of prospective secondary school teachers. Female prospective secondary school teachers have higher teaching aptitude, more favourable teacher attitude when compared to their male counterparts. The study also revealed that gender had a significant influence on the relationship between teacher attitude and teaching aptitude. The study further reported that the prospective secondary school teachers gave first preference to social value followed by theoretical, religious, aesthetic, economic and political values. The male prospective teachers gave first preference to political value and last preference to social value. The female prospective teachers gave first
preference to social value and last preference to the political value. The female prospective teachers scored higher on theoretical, aesthetic and religious values when compared to the male prospective teachers. 

Devi, (2011) focuses the comparative study on teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude and job satisfaction. Major of objective of the study was to compare male and female teacher educators of government-financed and self-financed colleges of education in relation to their professional values and teaching aptitude. The sample consisted of 17 government financed colleges of education, 90 teacher educators (male-27 and female-63) while as 22 self-financed colleges of education, 90 teacher educators (23-male and 67-female) were selected randomly from Haryana state. Teachers Value Inventory (TVI) by Shamim Karim and Teaching Aptitude Test (TAT) by Jai Prakash and R. P. Srivastava were used for collection of data. Statistical techniques like mean, standard deviation, critical ratio, and t-test were used to analyze the data. The results revealed that the professional values of teacher educators of self-financed colleges of education are significantly higher than the professional values of teacher educators of government-financed colleges of education. The study showed that professional values of male and female teacher educators of self-financed colleges of education are significantly higher than the male and female teacher educators of government-financed colleges of education. Moreover, there was significant difference between teaching aptitude of teacher educators of government-financed and self-financed colleges of education. Teaching aptitude of male teacher educators of government-financed colleges of education was found significantly higher than teaching aptitude of male teacher educators of self-financed colleges of education. The teaching aptitude of female teacher educators of self-financed colleges of education was higher than the teaching aptitude of female teacher educators of government-financed colleges of education.
**Gull, (2011)** conducted a comparative study on teaching aptitude and job satisfaction of rural and urban +2 lecturers. The objectives of the study were to compare rural and urban +2 lecturers on various dimension of teaching aptitude; to compare rural male and female, urban male and female +2 lecturers. The sample of the study consisted of 200 higher secondary school teachers (100 rural and 100 urban) which includes 50 males and 50 females (from each). The sample was selected through simple random sampling technique from two districts, Budgam and Srinagar (J&K). Teaching Aptitude Test Battery by Smt. S. Karim and Prof. A. K. Dixit was used for collection of data. The data collected was analyzed through mean, standard deviation and t-test. The results showed that urban +2 lecturers were found to have more teaching aptitude than rural +2 lecturers. No difference was found between urban male and urban female +2 lecturers on the dimensions of cooperative nature, wide interest and scholarly taste, fair-mindedness and impartiality.

**Kant, (2011)** explores the study on teaching aptitude and responsibility feeling of secondary school teachers in relation to their gender and locale. The objectives of the study were to find whether teaching aptitude differs significantly on the basis of gender (male and female) and location (rural and urban). The researcher collected a sample of 100 teachers from Rampur. The researcher used the following tool to collect the data: Teaching Aptitude Test Battery (Dr. R. P. Singh and Dr. S. N. Sharma). The data collected was analyzed through mean and t-test. Results showed that there exists insignificant difference in the teaching aptitude of male and female teachers of secondary schools. The study found that the higher value of urban male teachers indicates that they have more teaching aptitude in comparison to rural male teachers. Moreover, there was insignificant difference between female rural and urban teachers in teaching aptitude.

**Jarrar, (2006)** reflects the study on teaching aptitude, need achievement and adjustment of prospective teachers in relation to their academic background. The study aimed at assessing and comparing the difference between high
academic background and low academic background prospective teachers in relation to their teaching aptitude. The sample consisted of 496 prospective teachers (312 male and 184 female) studying in Purvanchal University and were selected by using random sampling technique. Teaching Aptitude Test Battery (TATB) by Dr. R. P. Singh and Dr. S. N. Sharma was used to collect the data. The data collected was analyzed through mean, standard deviation, pearson product moment correlation and t-test. The results showed that the high academic background group was found to be higher on mental ability, attitude towards children, interest in the profession and total teaching aptitude than the low academic background group. High academic background male and female prospective teachers are significantly higher on mental ability, attitude towards children and total teaching aptitude than low academic background male and female prospective teachers. Male teachers had significantly higher mental ability, professional information and total teaching aptitude than female teachers. Moreover, female teachers are found to be greater on the measure of attitude towards children than their male counterparts. On the measure of adaptability, professional information, interest in the profession and total teaching aptitude both the groups i.e. high academic background male prospective teachers and high academic background female prospective teachers are almost similar. Teaching aptitude was positively and significantly correlated with achievement motivation, adjustment and academic background on the sample male and female.
2.2 STUDIES ON ATTITUDE TOWARDS TEACHING

Kumari, (2016) explores the comparative study of attitude towards professionalism of government and non-government school teachers. The major objective of the study was to investigate and compare the attitude of government and non-government school teachers towards professionalism. The sample consisted of 100 school teachers, 50 from each government and non-government schools with 25 males and 25 females conducted in Delhi. Teaching profession scale (Umme Kulsum) was used to collect data. Statistical techniques applied were mean, standard deviation and t-test. The major findings revealed that government school teachers have higher attitude towards professionalism than non-government school teachers. Moreover, in comparison to male and female teachers, it was revealed that government male teachers have higher teaching attitude than female teachers towards teaching profession. While as non-government school female teachers have higher teaching attitude than male teachers towards teaching profession.

Kadı1 et. al., (2015) discuss the burnout and the teaching profession attitude of teacher candidates. The objective of the study was to investigate the teaching profession attitudes of teacher candidates with respect to their gender, graduation status and field of study. The sample consisted of 287 teacher candidates selected from Ege University, Department of Education. Attitude Scale developed by (Ustuner, 2006) was used to collect data. The data collected was analyzed through independent sample t-test, Kruskal Wali’s test and multiple linear regressions. Results showed that the teaching profession attitudes of teacher candidates do not differ with respect to gender and graduation status. Geography teacher candidates have the highest rank in the attitude teaching profession than journalism teacher candidates.

Renthlei and Malsawmi, (2015) suggests the construction of an Attitude Scale towards teaching profession. The objectives of the study were to construct and standardize a Likert type attitude scale towards teaching profession, and to study the attitude of secondary school teachers towards teaching profession in
Mizoram. The researcher prepared self-constructed tool of attitude of teachers towards teaching profession for collection of data. It showed that majority (62.03%) of secondary school teachers have neutral attitude towards teaching profession.

**Bichoo, (2013)** conducted the study on job satisfaction and attitude towards teaching of rural and urban secondary school teachers. The objectives of the study were to find and compare the attitude of teachers towards teaching from rural and urban background. The sample of the study consisted of 300 (150 rural and 150 urban) secondary school teachers with age range 40+. The sample was selected through simple random sampling technique from two districts, Anantnag and Srinagar (J&K). Attitude scale towards teaching profession by Umme Kulsum was used for collection of data. The data collected was analyzed through mean, standard deviation and t-test. The results revealed that there was no significant difference between the mean score of rural and urban secondary school teachers on academic aspect of teaching profession while as significant difference was found between the mean score of rural and urban teachers on administrative aspect of teaching profession.

**Kumar, (2013)** examined the study on attitude towards teaching profession in relation to adjustment among senior secondary school teachers. The objectives of the study were to find the relationship between attitude toward teaching profession and adjustment of senior secondary school teachers of Ferozepur district; to study and compare attitude towards teaching profession of male and female, urban and rural senior secondary school teachers of Ferozepur district. The sample of the study consisted of 200 senior secondary school teachers selected from the Ferozepur district. The probability method of sampling was used to select 10 senior secondary schools in Ferozepur district and further, the school teachers were selected randomly from these schools. Teacher Attitude Inventory by Ahluwalia (2001) and Teacher Adjustment Inventory by Ojha (1990) were used to collect the data. The data collected were analyzed through the coefficient of correlations, standard deviation, and t-test. Findings of the
study revealed that there was a positive and significant relationship between attitude and adjustment of senior secondary school teachers. This indicates that the positive attitude towards teaching certainly helps the teachers to adjust themselves in the teaching profession. Further, results showed that insignificant difference exists between means of attitude towards teaching among male and female senior secondary school teachers of Ferozepur district. Moreover, there is insignificant difference between means of attitude among urban and rural senior secondary school teachers of Ferozepur district.

Ahmad and Thoker, (2013) conducted a comparative study on government and private secondary school teachers towards their teaching profession. The study aimed at assessing and comparing government and private (male and female) secondary school teacher's attitude towards their teaching profession. The sample of the study consisted of 200 secondary school teachers (100 private and 100 government). Government secondary school teachers include 25 males and 25 females and private secondary school teachers also include 25 males and 25 females. The sample was selected through simple random sampling technique from two districts, Leh and Kargil of Ladakh division. Teacher Attitude Scale developed by J. C. Goyal was used for collection of data. The data collected was analyzed through mean, standard deviation and t-test. Findings of the study revealed that there was significant difference between teaching attitude of government and private higher secondary school teachers. Moreover, the study reported that government secondary school teachers had more teaching attitude towards their teaching profession as compared to private secondary school teachers. The study also revealed that there was the significant difference between teaching attitude of government male and female secondary school teachers. Male secondary school teachers had more attitudes towards their teaching profession than their female counterparts. The study further showed that there was the significant difference between teaching attitude of private male and female secondary school teachers. Private female secondary school teachers possess higher teaching
attitude towards their teaching profession as compared to private male secondary school teachers.

Babu and Raju, (2013) identified that study on attitude of student teachers towards their profession. The objectives were to study the attitude of student teachers based on their gender. To investigate the attitude of student teachers based on their subject of study. To know the dimensions of attitudes of student teachers based on their subject of study. The sample consisted of 437 student teachers (239 male and 198 female) selected by using the random sampling method from Vizianagaram district of Andhra Pradesh, India. Teachers' Attitude Scale constructed by the researcher was used to collect the data. The data collected was analyzed through mean, standard deviations, and t-test. Findings of the study revealed that the male and female student teachers differed significantly in attitude towards the teaching profession. Male and female student teachers have differed significantly in the areas of professional problems, teachers' pay scales, vacations and other privileges, teachers' interest towards pupils, teachers' attitude towards management and professional status of teachers in their attitude towards the teaching profession. Moreover, pupil teachers belonging to different subjects differed significantly in their attitude towards teaching.

Devi, (2013) examined the attitude of elementary school teachers towards teaching profession and its relation to their job satisfaction: a study of east and west Imphal, Manipur. The objectives of the study were to investigate the attitude of teachers towards teaching profession in relation to their socio-economic and educational background viz., age, sex, marital status, salary and per capita income, educational qualification, training, teaching experience etc.; to investigate the relationship between the attitude of teachers towards teaching profession and their job satisfaction. The sample consisted of 540 elementary school teachers selected randomly who were working in Imphal east and west districts of Manipur. Self-constructed tool developed by the researcher was used to assess the attitudes of elementary school teachers towards teaching
profession. The data collected was analyzed through the percentages, coefficient of correlations and t-test. Findings of the study revealed that younger teachers have significantly more positive attitude towards teaching profession than that of the older age group teachers. The data showed that with the increase in age, there was a negative attitude towards teaching profession. The study also showed that unmarried teachers have more favourable attitude in their profession than the married teachers. The data reveals that with the increase of educational qualifications, the attitude of teachers towards teaching profession also increases. Trained teachers have more favourable attitude towards teaching profession than that of un-trained teachers. Teachers with less teaching experience have shown significantly more positive attitude towards teaching profession than those teachers who have more teaching experiences, moreover, the data also revealed that as teaching experience increases the positive or high attitude of the teachers towards teaching profession also decreases. An observation of the result reflects that teachers drawing lower salary have more favourable attitude towards teaching profession than that of the teachers drawing the higher salary. Teachers’ attitude towards teaching profession and their income are negatively related to each other. The data indicate that the teachers with the low or unfavourable attitude towards teaching profession have more satisfaction in their jobs than that of the teachers with higher or favourable attitude towards teaching profession.

Sindhu, (2013) addresses the attitude and work commitment of teachers towards teaching profession. The objectives of the study were to investigate the attitude of teachers working in aided and unaided schools with reference to personal variables and to compare the attitude of teachers working in aided and unaided schools with reference to personal variables. The sample consisted of 425 teachers selected from 27 schools (aided and unaided). In another stage of sampling, the respondent was selected by using deliberative sampling techniques so as to select the teacher based on various levels of experience, gender, qualification and pay scale both in aided and unaided schools from
districts of Kalyan and Dombivli. Teacher Attitude Inventory (S. P. Ahluwalia) was used for collection of data. The data collected was analyzed through the descriptive & inferential statistics (mean, median, mode, skewness, kurtosis, t-test and one-way ANOVA). The findings revealed that there was no difference in the attitude of teachers in aided and unaided schools with reference to gender (male and female), experience (teachers' having to experience less than 10 years and teachers' having experience more than 10 years), academic qualification (trained and un-trained). However, there was significant difference in the attitude of teachers in aided and unaided school teachers with reference to pay scale. The study also revealed that there was an insignificant difference in the attitudes of teachers teaching in different levels of education a) pre-primary b) primary c) secondary.

Jan, (2007) conducted a comparative study on attitudes of Govt. and Private secondary school teachers. The objectives of the study were to compare Govt. and Private secondary school teachers on attitude (composite score) and (factor wise). The sample of the study consisted of 400 secondary school teachers (200 Govt. and 200 Private). The sample was selected through simple random sampling technique from two districts, Budgam and Srinagar (J&K). Teacher Attitude Inventory by S. P. Ahluwalia was used for collection of data. The data collected was analyzed through mean, standard deviation and t-test. The results showed that Govt. secondary school teachers have more favorable attitude than private secondary school teachers on composite score of Attitude. However, secondary school teachers have favorable attitude towards teaching profession (factor-01), educational process (factor-04) and pupil (factor-05) than private secondary school teachers and on the other factors their attitude is almost same. Govt. male secondary school teachers and Govt. female secondary school teachers have same attitude on composite score of attitude. While as factor wise analysis of attitude is concerned, Govt. male secondary school teachers have favorable attitude towards pupils (factor-05) and on the other factors their attitude is almost same.
2.3 STUDIES ON VALUES OF TEACHERS

Dixit and Singh, (2015) describes value pattern of government and private secondary school teachers. The objective of the study was to investigate the difference in the values pattern of male/female (government) and male/female (private) secondary school teachers. The sample consisted of 200 secondary school teachers (100 males and 100 females) selected randomly from urban and rural areas of Moga, Faridkot, and Ludhiana district. Teacher Value Inventory (Harbhajan L. Singh and S. P. Ahluwalia) was used for collecting the data. The statistical treatments were through the mean, standard deviation, t-test and standard error. Results showed that there was insignificant difference between male teachers of government and male teachers of private secondary schools in terms of religious, political, economic, theoretical and aesthetic values. Moreover, there was no significant difference between female teachers of government and female teachers of private secondary schools in case of religious and social values. The study further revealed that there was significant difference between male teachers of government and male teachers of private secondary schools in case of social and aesthetic values.

Ibrahim, (2015) conducted a study on values of 10+2 teachers of South Kashmir. The objective of the study was to examine and compare science and social science, rural and urban background of 10+2 teachers of South Kashmir on values. The sample consisted of 80 teachers of 10+2 level (40 each from social science and science stream) were selected through stratified random sampling technique. N. Y. Reddy’s Value scale (Indian adaptation) was used to collect data. The data collected was analyzed through mean, standard deviation and t-test. Results showed that the science 10+2 teachers have high aesthetic value than social science 10+2 teachers. Social science 10+2 teachers have high social value than science 10+2 teachers. Science and social science 10+2 teachers have similar theoretical, economic, political and religious values. The urban 10+2 teachers have high economic and aesthetic values than rural 10+2 teachers. The rural 10+2 teachers have high social, political and religious
values than urban 10+2 teachers. The urban and rural 10+2 teachers have similar theoretical value.

Ali, (2014) intensifying the study on value pattern of teachers working in urban high schools of Visakhapatnam district of Andhra Pradesh. Major objectives of the study were to find out the overall values among teachers of urban high school teachers, to study the difference in values of teachers on the basis of their gender and streams. The sample consisted of 60 teachers selected from 6 urban high schools (both government and private) of Visakhapatnam District of Andhra Pradesh. The sample was collected on the basis of stratified random sampling technique. Teacher Values Inventory (Singh, H. L. and Ahluwalia, S. P.) and Structural Interview Schedule tools were used for the purpose of data collection. Statistical techniques applied were simple frequency analysis and percentages of the personal data sheet. It was found that the majority of the teachers favoured their views on religious value compared to other five values, the representation of overall values of the teachers are religious (31.66%), social (20%), political (16.66%), economic (13.33%), and aesthetic (10%). It was found that in case of male teachers, they gave more preference on economic value i.e. 27.3% followed by aesthetic and religious value i.e. 18.2%. On the other hand, female teachers gave more preference on religious value i.e. 39.5% followed by social and political value i.e. 23.7% and 21.1% respectively. Both male and female teachers gave same preference on theoretical, economic and aesthetic value i.e. 5.3%. It was also found that the arts teachers have highest preference on religious value (37.8%), followed by social value (21.6%) and on the other hand science teachers have highest preference in economic value (34.7%) followed by religious value (21.7%).

Bano, (2014) conducted study of personality characteristics and values of secondary school teachers in relation to their classroom performance and student’s likings. The objectives of the study were to compare high and low performing secondary school teachers on values; to investigate the relationship between values and classroom performance of high performing secondary
school teachers and low performing secondary school teachers. The sample consisted of 400 secondary school teachers (200 high performing) and (200 low performing) selected by using the random sampling method from three major districts of Kashmir Province was taken for the investigation. N.Y. Reddy’s Indian adaptation Value scale was used to collect data. The data collected was analysed through percentage, t-test and Coefficient of correlation. Findings of the study revealed that there was the significant difference between values of high performing and low performing secondary school teachers.

Moreover, the study reported that high performing secondary school teachers had high theoretical, aesthetic, social, political and religious values than low performing secondary school teachers. While as, low performing secondary school teachers have high economic values than high performing secondary school teachers. The study also revealed that there was positive relationship between theoretical, aesthetic, social, political and religious values with classroom performance of high performing secondary school teachers. The study further showed that there was negative relationship between and lower classroom performance of theoretical, aesthetic, social, political and religious values in low performing secondary school teachers.

Nitasha, (2013) through his study on values among school teachers across gender and school management style. The major objectives of the study were to investigate the value of school teachers on six value areas and compare the value of school teachers teaching in government and private schools on six value areas. The sample consists of 100 male and female teachers teaching in government and private schools of Kangaroo district selected using random sampling technique. Teacher Values Inventory (H. L. Singh and Dr. S. P. Ahluwalia) was to collect data. The data collected was analyzed through mean, standard deviation and t-test. Results showed that there was no difference between values of school teachers teaching in government and private school on six values areas.
Ganie, (2012) carryout the study on values of college teachers in district Srinagar. The major objectives of the study were to investigate the values of college teachers and comparison of science, social science, and commerce male and female college teachers on values. The sample consisted of 90 college teachers (30 each from faculties of social science, science, and commerce) were selected randomly from district Srinagar. N. Y. Reddy’s Value Scale (Indian adaptation) was used to collect data. The data collected was analyzed through mean, standard deviation and t-test. Results showed that the social science college teachers have high aesthetic and political values than the science college teachers. Science college teachers have high theoretical, economic and religious values than the social science college teachers. Moreover, social science college teachers have high social and political values than commerce college teachers. Commerce college teachers have high economic value and aesthetic values than social science college teachers. The study also revealed that male college teachers have high theoretical value than their counterparts and female college teachers have high aesthetic and social values than their male counterparts.

Baamphatha, (2012) observes the path so for: moral education in Botswana senior secondary school. The objectives of the study were to investigate the classroom practices of moral education (ME) teachers in three (3) of the ten (10) Botswana senior secondary schools that are piloting-the curriculum and to gain insight into classroom practices and the challenges that moral education teachers face when implementing a new curriculum. Interviews and classroom observation was used to collect data from five (5) participants who were purposively sampled. The investigator found that teachers had a positive attitude towards the subject despite the challenges faced in implementing the new curriculum. It was not always easy for moral education teacher to methodically follow a particular approach or approaches in teaching moral education, as per the expectations of the curriculum since they are generally not sure which ones are the most appropriate.
Balakrihnan, (2012) conducted study on value pattern of teachers in relation to the caste system. The objectives of the study were to investigate the value pattern of postgraduate teachers and whether there was any significant difference among the postgraduate teachers belonging to different castes in their value pattern. The sample consisted of 720 postgraduate teachers selected from five higher secondary schools of district Tamil Nadu. The sample was collected on the basis of random and stratified sampling techniques. Teacher Values Inventory Singh, H. L. and Ahluwalia, S. P., (1981) was used to collect the data. The data collected was analyzed through mean, standard deviation, t-test and ANOVA. Results revealed that the postgraduate teachers have given the first preference for social value followed by theoretical, religious, economic, aesthetic and political values respectively. There was a significant difference among the postgraduate teachers belonging to four castes in theoretical, aesthetic and religious values. Post graduate teachers belonging to the most backward caste are significantly higher on theoretical and aesthetic values than those of their backward caste counterparts. Whereas the post graduate teachers belonging to backward caste, schedule caste, forward caste are found significantly higher on religious values in comparison to their most backward counterparts. Further, postgraduate teachers belonging to most backward caste are significantly higher on theoretical value as compared to teachers belonging to scheduled caste whereas, teachers belonging to most backward caste are found to be significantly higher on aesthetic value than those of their forward caste counterpart. The post graduate teachers belonging to scheduled caste have more religious value in comparison to their other counterparts.

Zargar, (2012) deals with the study on values of higher secondary school teachers in Kashmir Valley. The objective of the study was to compare the values of male and female, rural and urban higher secondary school teachers. The sample consisted of 200 higher secondary school teachers using random sampling technique with the bifurcation of 100 rural (50 male, 50 female) and
100 urban (50 male, 50 female). N.Y. Reddy’s Value Scale (Indian Adaptation) was used for collection of data. The data collected was analyzed through mean, standard deviation and t-test. Results showed that the female urban teachers have higher theoretical and aesthetic values than male rural teachers while as male rural teachers have higher economic and social values than female urban teachers. Moreover, insignificant difference was found on political and religious values of male rural and female urban teachers which indicates that both have similar values.

Mhaske, (2010) discusses the study on higher secondary school personal value pattern. The objectives of the study were: i) to study the value pattern of male and female students. ii) to study the value pattern of student from rural and urban area and to compare the value pattern of students from rural and urban area. Researcher collected a sample of 40 students (10 male and 10 female) from rural and (10 male and 10 female) from urban areas. The standardised test developed by Dr. Sherry and Prof. Verma (Personal Value Questionnaire) was employed for the study. The researcher found that value pattern of students changed due to locality and gender. Value pattern of rural and urban students was significantly different. The value pattern of male and female was significantly different. The value pattern of male and female belonging rural and urban areas was significantly different.

Jan, (2007) demonstrate the role on values of rural & urban secondary school teachers. The major objective of the study compared the values of rural & urban teachers teaching at secondary level. The sample consists of 120 (60 rural and 60 urban) secondary school teachers taken randomly from various schools of district Srinagar. N.Y. Reddy’s Value Scale (Indian Adaptation) was used for the collection of data. The data collected was analyzed through mean, standard deviation and t-test. The study revealed that there was no significant difference between rural and urban secondary school teachers on theoretical and political value. The study also showed that there was significant difference between rural and urban secondary school teachers on economic value and
urban secondary school teachers have higher economic value than their counterparts. The study further reported that there was significant difference between rural and urban secondary school teachers on aesthetic, social and religious values and rural teachers have higher aesthetic, social and religious values as compared to urban secondary school teachers.

Kanwar, (2004) throws light upon the values and attitudes of school and college teachers towards teaching profession. The objectives of the study were: i) to know whether the values and attitudes of teaching profession of teachers are correlated with each other, ii) to compare the values of college teachers with values of school teachers, iii) to find out whether values of male and female teachers differ, iv) to determine whether the locality (rural/urban) of the teachers their values, v) to compare the attitude of colleges teachers towards teaching profession with that of school teachers, vi) to find out whether the attitude towards teaching profession is gender biased and vii) to explore whether the attitude towards teaching profession is determined by locality of the teachers. The institute, gender, and locality were considered as independent variables whereas, values and attitudes towards teaching profession as dependent variables in the study. The study was conducted on the sample of 480 teachers. Study of Values (1992) by Dr. R. K. Ojha and Teacher Attitude Inventory (1978) by Dr. S. P. Ahluwalia were the tools used for the study. Suitable statistical techniques namely, mean, median, mode, standard deviation, skewness and kurtosis were applied to examine the nature of distribution of scores of the sample. Cochran test was employed to test the homogeneity of variance in the groups. Analysis of variance (ANOVA), the 2x2x2 factorial design was employed to study the main effects and interactional effects of these variables. To explore the interactional effects of variables, t-test was employed wherever f-ratio was found significant. Pearson's coefficient of correlation was used to study the relationship between attitude towards teaching profession and different types of values. The researcher found that there was a negative and significant correlation between theoretical value
and teaching profession. There was a positive and significant correlation between economic value and attitude towards teaching profession. There was a positive and significant correlation between aesthetic value and attitude towards teaching profession. There was a negative and significant correlation between social value and attitude towards teaching profession. There was a positive and significant correlation between political value and attitude towards teaching profession. There was a positive and significant correlation between religious value and attitude towards teaching profession. There was a positive and significant correlation between the theoretical value of male and female teachers. There was no significant difference in the theoretical value of male and female teachers.

Kukreti, (1992) designed a study on some psychological correlates of successful teachers. The objectives of the study were: i) to verify how far the teaching aptitude determines the success of teaching, ii) to know the impact of intelligence of teachers on their teaching success, iii) to assess different values that distinguishes the successful and unsuccessful teachers, iv) to know the variation between successful and unsuccessful teachers, v) to know the job motivational factors of successful and unsuccessful teachers and vi) to know the variations between successful and unsuccessful teachers in relation to gender, locality, type of organisation, grade, length of experience and educational level. The investigator collected the sample from four districts of Bareilly region in U.P. The sample for the study comprised of 323 males and 266 females and 266 rural & 323 urban secondary school teachers making a total sample of 589 teachers. For the selection of the sample, the multi-stage stratified random sampling technique was adopted. The data was analyzed by using mean, median, standard deviation, ‘t’ test, ‘f’ test, correlation and regression analysis. The investigator found that there was significant positive correlation between the variables, teaching success and teaching aptitude. Successful teachers scored significantly higher mean scores on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teachers, whereas the unsuccessful
teachers found more inclined towards economic value. From the viewpoint of social and aesthetic values, both successful and unsuccessful teachers were found to be more or less similar. In respect of political value, except in the case of intermediate trained teachers, the unsuccessful teachers belonging to any criterion group (e.g. male-female, rural-urban, government school teachers, private school teachers, lecturers, L.T grade–C.T grade teachers highly moderately and low experienced teachers etc.) were found to have higher political values than successful teachers. Successful female teachers were found to have more religious values than unsuccessful teachers. In the case of intellectual self-concept, character self-concept and total self-concept, the successful teachers scored significantly higher mean values than the unsuccessful teachers.

**Khatoon, (1990)** conducted a study on teacher’s classroom instructional behaviour and their perception of work values on a sample of 150 teachers. The investigator used Flanders Interaction Analysis Category (FIAC) 1970 to assess teacher’s classroom instructional behaviour and Work Value Tool to collect data about the work values of the teachers. Pearson's product moment correlation was used to analyze the data. The investigator found that high status was significantly and positively related to motivation and silent behaviour and negatively related to the lecture. Opportunities for social service were significantly and positively related to lecture and negatively to motivational behaviour and questioning. Opportunities for further progress and intellectual stimulation had a significant and positive correlation with motivation and questioning and negative correlation with the lecture.
2.4 OVERVIEW

It has been observed that teaching aptitude and teaching attitude are significantly correlated as supported by the studies of Appadurai and Saraladevi, (2015); Gondi, (2015); Rani and Sidiqui, (2015); Chandel and Dhiman, (2014); Santawana, (2014) and Jarrar, (2006). The studies also reported that there is significant difference between male-female teachers on teaching aptitude. The study by Kumar (2014) reported that significant difference was found between male and female, mathematics teachers and same has been reflected in the studies of Anjali, (2015); Baamphatha, (2012); Jena, (2012) and Jan and Malik, (2012) reported that teachers had a positive attitude towards the subject. It can also be concluded from the literature review that teaching attitude is significantly correlated with the attitude of the teachers towards teaching profession. This fact has been supported by various studies like including Babu and Raju, (2013); Devi, (2013); Ishfaq and Thakur, (2013); Sindhu, (2013) and Kumari, (2012). The review also revealed that there exists insignificant relation between male and female secondary school teachers with respect to teaching attitude (Kadil, et. al., 2015 and Kant, 2011).

The studies revealed that a significant difference was found between values towards teaching and teaching aptitude of teachers (Devi, 2011). It was observed that the value pattern of male and female belonging to the urban area was significantly different (Vishakha, 2010). It was also found that urban secondary school teachers have higher economic value than the rural secondary school teachers while as rural teachers have higher aesthetic and religious value as compared to urban secondary school teachers (Jan, 2007). A number of studies on values revealed that male teachers have higher theoretical and overall values than their female counterparts (Balakrishne, 2012 and Zargar, 2012).

Research studies further revealed that there was a negative and significant correlation between theoretical value and attitude towards teaching profession while as positive and significant correlation was found between
economic value and attitude towards teaching profession. There was a positive and significant relationship between aesthetic value and attitude towards teaching profession (Kanwar, 2004). There was significant positive correlation between the variables, teaching success and teaching aptitude. Successful teachers scored significantly higher mean scores on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teachers whereas the unsuccessful teachers were found more inclined towards economic value (Kukreti, 1992).

High status was significantly and positively related to motivation and silence behaviour and negatively related to the lecture. Opportunities for social service were significantly and positively related to lecture and negatively to motivational behaviour and questioning. Opportunities for further progress and intellectual stimulation had a significant and positive correlation with motivation and questioning and negative correlation with the lecture (Khatoon, 1990). There was the significant difference in the six values of teachers.

The overview of the reviewed literature suggested that various studies have been conducted on various dimensions of teaching aptitude, values and attitude of teachers towards teaching at various levels. But no study has been conducted so far in Kashmir Valley in which these variables of teachers would have been studied. The area is unexplored especially at secondary level which prompted the investigator to work and explore the teaching aptitude, attitude and values of trained and un-trained secondary school teachers.