The surest foundations of the state are laid in knowledge and wisdom of people. It is on the sound education of the people, the security and destiny of every nation chiefly rests. The teacher is the key of the arch of education. The world would be better and brighter if our teachers would dwell on the duty of happiness as well as happiness of the duty. The primary duty of a teacher lies not so much in imparting knowledge but, should kindle the minds, awaken interest and arouse it in the pursuit of knowledge and instill love and affection for the fellow human beings and the world around. In order to impart all these qualities, teacher must have talents of motivating the pupil comes to him. He must have competence and Aptitude for the profession. With these qualities teacher would develop a greater extent of commitment to his profession.

The present study is conducted to assess the “Influence of Motivation, Competence and Aptitude of the teachers on their English Language Teaching Ability”. A brief summary of the study, major findings, educational implications of the study, recommendations and suggestions for further research are mentioned in this chapter.

Teaching is a divinely ordained mission. Blessed is he who is a teacher, twice blessed is he who is born as a teacher; in this great land of ours long ago the preceptor has been loved, honored and lifted to the rank of Gods, where prince and peasant have vied with each other in showing him reverence, thrice blessed is he who is a teacher here in this glorious dawn which is flushed with possibilities of unprecedented progress and prosperity, when the mother land is on the threshold of a golden era.

It is essential therefore that teachers’ example as a part dominant in educating children as his technical competence. The education of his pupils begins with the teacher’s conduct in the class with his attitude to the pupils. He has to be always on guard and the greater degree of temperance, sobriety, balance, sociability, ability to motivate, possessing profound competence over the subject and a degree of reasonable aptitude for
teaching; vitality and enthusiasm that he displays, the greater is the amount of respect he can command.

Teacher’s important task is to create a healthy classroom climate in order to develop a positive attitude towards school and the classroom. The most important of Desai’s study (1970) is that healthy classroom climate and school climate serve to achieve an increase in pupil’s motivation towards their school at a significant level.

Proper motivation by the teacher gives both direction and intensity to behaviour. Motivation to learn in school gives direction and intensity to student’s behaviour in a school situation. Motivation relate to the “Why” of human behaviour, what people do, “How” they do it and “When” or “Where” it is done – are all important but “Why people do” and “What they do” are the motivational questions.

It is crystal clear that the entire process of teaching – learning transaction depend on the efficiency of a teacher; who is in turn role to manifest potentialities of a child into actuality be accepted without second thought. Teaching – learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with optimum competence in teaching. Rao (1989) states that the quality of effectiveness of teachers considered to be associated with his attitude towards his profession; his satisfaction and his values, adjustment in the job and professional interest.

The teaching and learning of English is riddled with several inherent paradoxes, contradictions and controversies. A teacher can only facilitate learning. The learner is the nucleus of the whole process of instruction and his age, previous learning experiences, aptitude, interest, the time be devotes to the learning of a foreign language and other socio – economic factors determine the suitability of curriculum course materials and methods of teaching. Any instruction that does not take into consideration of the imperative needs of the learners, fails to achieve the desired objectives. It is therefore obvious that the decline in the standard of English in India is the consequence of the inadequacies of various degrees and at various levels in our educational system.

So, we must be clear about the specific objectives of teaching English or the methods to be adapted to make English teaching more meaningful and effective. It is only by examining the needs of the learners according to their priorities; that general goals can be translated in to more specific claims of what the language could be set out to achieve.
The needs of the learner could better be realised if the teacher has sound knowledge over the content, command over the language, competent enough to face the pupils’ queries and solve the problems of learner, realize the needs and standards of pupils in the classroom, competent enough to assess the pupil, give suitable and useful learning takes etc., to be more suitable to the role of a facilitator, the teacher must have aptitude fort he profession only then, he can be a successful teacher.

In this study, the investigator’s humble attempt is to assess the influence to teacher’s motivation, competence and his aptitude for the profession on his English Language Teaching Ability.

5.1 STATEMENT OF THE PROBLEM

“Influence of motivation, competence and Aptitude of the teachers on their English Language Teaching Ability”

5.2 NEED AND SIGNIFICANCE OF THE STUDY

There is a need for conducting a study on the Influence of teachers’ motivational abilities, competence and Aptitude on his/her English Language Teaching Abilities. The present study is humble attempt to analyze or assess the influence of motivation competence and aptitude of the teachers on their English Language teaching Ability.

Teaching needs twice qualities. Knowledge is the first. The ability to pass it on to others, what we usually call “communication skill” is the next. Aptitude is the third. Communication skill cannot be found through a test either. This grows with experience. We have to experience the language in order to communicate effectively. To teach in a school classroom, the ability to communicate is more important than the knowledge. Here, teaching is an innovation. In a school class – rooms teaching has to be a dialogue and not a monologue. This means that the teacher should have patience towards questions, and doubts of the pupil no matter how silly they are. The teacher who is successful in these respect alone can become a good teacher.

Most alarming questions are why our students of secondary schools are still weak in their expression? Why are they afraid of speaking in English in spite of having it as their second language or studying in English medium school? What prompts them to keep themselves away from learning English?
The solutions to the above cited questions are lying with the teachers of our secondary schools to a considerable extent. Teaching is a comprehensive phenomenon which constitute thinking, planning and practice along with decision making.

Every successful educational enterprise requires an optimum utilization of human capabilities available to the system. Consequently, every such enterprise or activity needs periodic assessment and review. This has to be followed by search for better conceptual understanding, implementation strategies and practices. While it will be necessary for the teachers and teacher preparation systems to ensure regular acquisition of new skills and upgradation of existing skills. The assessment of performance of teachers shall also remain an essential precondition for enhancing the efficacy of educational processes.

So, the about discussion reveals that teachers should have better communication skills, better conceptual understanding, practices, acquisition of new skills, upgradation of knowledge etc., in order to be a successful teacher and only then it is possible for him to break the nut and entertain the class as lively as is expected. But, the present question is whether the teacher is fully equipped to handle the class as expected? What are the contributing factors to make him or her a perfect language teacher in addition to the subject knowledge? Because, so many teachers of good academic career usually fail in a classroom situation. Whereas a person with an ordinary academic background would be more successful. So, in addition to the subject knowledge, there may be other factors other than subject. Teachers’ motivational abilities, lies teaching competence and his aptitude for teaching may be some of such contributing factors.

So, the investigator’s modest attempt is to know to what extent these factors such as motivation, competence and aptitude influence the teachers’ English Language Teaching Ability.

5.3 OBJECTIVES OF THE STUDY
1. To find out the relationship between English language teaching ability, motivation, teaching aptitude and teaching competence of teachers.
2. To find out the influence of motivation of teachers on their English Language Teaching Ability.
3. To know the influence of components of motivation namely, ‘Drives’ and ‘Sentiments’ on English Language teaching ability of teachers.
4. To know the influence of various sub-components of Drives (Ergs) such as Mating, Assertiveness, Narcism, Fear and Pugnacity on English Language teaching Ability of teachers.

5. To know the influence of various sub-components of sentiments such as Self-concept, Super-ego, Career, Sweet-heart spouse and Home-parent on English Language Teaching ability of teachers.

6. To know the influence of teaching aptitude of teachers on their English Language teaching Ability.

7. To assess the influence of Mental ability, Attitude towards children, Professional information, Adaptability and Interest in profession - Various components of teaching Aptitude of the teachers on their English Language Teaching Ability.

8. To find out influence of teaching competence of teachers in their English Language Teaching Ability.

9. To assess the influence of components of teaching competence, such as, Planning, Presentation, Closing, Evaluation and Managerial on English Language teaching Ability of teachers.

10. To find out the influence of various sub-components of presentation of Teaching competence such as Introduction, Questioning, Probing questions, Explanation, Illustration, Attention, Student participation, Speed of Presentation and Blackboard summary on English language teaching ability of teachers.

11. To know the significance of difference between different categories of demographic variables in respect of motivation, teaching aptitude, teaching competence and English language teaching ability of teachers.

5.4 MAJOR HYPOTHESES OF THE STUDY

1. There is no significant relationship between motivation of the teachers and their English Language teaching Ability

2. There is no significant relationship between teaching competence of the teachers and their English Language Teaching Ability

3. There is no significant relationship between teaching aptitude and their English Language Teaching Ability
4. There is no significant relationship between motivation of teachers and their teaching aptitude.

5. There is no significant relationship between motivation of teachers and their teaching competence.

6. There is no significant relationship between teaching aptitude of teachers and their teaching competence.

7. Motivation of the teachers do not act as the predictor of their English Language Teaching Ability.

8. Components of motivation such as **drives** (ergs) and **sentiments** do not act as the predictors of English Language Teaching Ability.

9. Components of **drives** (ergs) such as; mating, assertiveness, narcissism, fear and pugnacity do not act as predictors of English Language Teaching Ability.

10. Components of **sentiments** such as self-concept, super-ego, career, sweetheart spouse and home-parent do not act as predictors of English Language Teaching Ability.

11. Teaching Aptitude of teachers do not act as predictor of English Language Ability.

12. Components of teaching aptitude such as; mental ability, attitude towards children, professional information, adaptability and interest in profession do not act as predictors of English Language Ability.

13. Teaching competence of teachers do not act as predictor of English Language Ability.

14. Components of Teaching competence such as; planning presentation, closing, evaluation and managerial do not act as predictors of English Language Teaching Ability.

15. Sub-components of presentation, such as, introduction, questioning, probing, questions, explanation, illustration, attention, speed of presentation, student participation and blackboard work do not act as predictors of English language teaching ability.

5.5 SUBSIDIARY HYPOTHESES

1. There is no significant difference between male and female teachers in respect of their motivation, teaching competence, teaching aptitude and English Language Teaching Ability.
2. There is no significant difference between teachers with and without special training in English Language Teaching Ability in respect of their motivation, teaching competence, teaching aptitude and English Language Teaching Ability.

3. There is no significant difference between Rural and Urban teachers in respect of their motivation, teaching competence, teaching aptitude and English Language Teaching Ability.

4. There is no significant difference between teachers with different academic qualifications in respect of their motivation teaching competence, teaching aptitude and English Language Teaching Ability.

5. There is no significant difference between teachers working in different types of schools in respect of their motivation, teaching competence, teaching aptitude and English Language Teaching Ability.

6. There is no significant difference between teachers belonging to different experience categories in respect of their motivation, teaching competence, teaching aptitude and English Language Teaching Ability.

7. There is no significant difference between teachers with low, moderate and high motivation in respect of their English Language Teaching Ability.

8. There is no significant difference between teachers with low, moderate and high teaching competence in respect of their English Language Teaching Ability.

9. There is no significant difference between teachers with low, moderate and high teaching aptitude in respect of their English Language Teaching Ability.

5.6 METHODOLOGY

The present study comes under the scope of “Descriptive Research”. This study was conducted on the basis of data obtained through field investigation. In order to get the data, various secondary schools of West Godavari, East Godavari and Krishna districts of Andhra Pradesh were visited. In this field study, the teachers handling English Language classes were given questionnaires containing various items pertaining to their motivational abilities, teaching competence, teaching aptitude and English Language Teaching. Data were collected from individual teachers and an informal discussion was also held in order to know their opinions.
5.7 PROCEDURE

The present study is conducted in three phases. In the first phase, researcher collected the information regarding the number of high schools in West Godavari, East Godavari and Krishna districts of Andhra Pradesh. For this purpose, investigator visited the office of the concerned District Education Officer, and also visited the office of the Regional Joint Director of School Education, Kakinada zone in order to obtain the number of teachers with “English” as one of their methodologies in B.Ed.

In the second phase, tools for collecting the data where prepared and finalized. The data was collected from the teachers from different schools of the districts; using the tools that are constructed.

In the third phase, the researcher analyzed the data, using various statistical techniques and as per the objectives of the study. In this phase, after meticulous analysis of the result, a report was prepared.

5.8 VARIABLES

From the objectives of the study and the criteria for judging the English Language teaching Ability of Teachers, four major variables emerged. They are divided into Independent variables and Dependent variables.

5.8.1 Independent Variables
1. Motivation
2. Competence
3. Aptitude

5.8.2 Dependent Variable

English Language Teaching Ability.

5.8.3 Demographic Variables

Sex, experience, academic qualification, special training, locale and type of school.

5.9 SAMPLE

In this present study, stratified random sampling technique has been used for the selection of schools and teachers handling English Language Classes.
Out of 500 above secondary schools of the districts, one hundred and eleven (111) schools and 425 teachers who are having either English as their methodology in B.Ed. or underwent special training in ELT were selected randomly.

In the selected sample, there are 219 male teachers and 206 female teachers out of the total sample of 425 teachers, there are 41 Head Masters/Mistresses. Remaining 384 i.e. 90.4% of the total sample are teachers. The selected sample consisted of 173 rural teachers and 252 urban teachers. The sample consisted of 400 teachers with English as their methodology in B.Ed. and 25 teachers without English methodology in B.Ed. but underwent ELT training.

5.10 TOOLS AND TECHNIQUES USED

A scientific investigation can be carried out through carefully selected tools. The following tools have been used in the present study.

1. Motivation Analysis Test
2. Teaching Aptitude Test Battery
3. Teaching Competency scale
4. English Language Teaching Ability Scale

5.11 DATA COLLECTION

The field study was carried out in three phases

1. Collecting information regarding the distribution of secondary schools (High Schools) in the districts, the number of teachers handling English Language classes and whether they posses English as one of their methods in B.Ed.

2. Collection of data from Zilla Parishad, Government high School teachers handling English Language classes from VIII to class X and possessing English as one of their methods in B.Ed.

3. Collection of data from all private, aided, unaided and management school teachers handling English Language classes from class VIII to class X and possessing English as one of their methods in B.Ed.

5.12 STATISTICAL TECHNIQUES USED

The frequencies and percentages of all the background and demographic variables of high school teachers of the sample handling English Language classes and holding English as one of their methods in B.Ed/special trainees were computed to know the
nature of distributions Means, Standard Deviations were computed for all variables under study, ‘t’ tests were conducted.

In order to test the hypotheses of the study, significance of means were computed. In order to test the hypotheses, where more than two categories, one way analysis of variance was computed. Regression analysis is conducted to find out the predictors. The significance of correlation was also obtained statistically.

5.13 MAJOR FINDINGS OF THE STUDY

1. There is a significant positive relationship between motivation and English Language Teaching ability. This indicated that higher the motivation of teachers highest will be their English Language Teaching Ability. There is a significant negative relationship between major components of motivation, namely, “Drives” and “Sentiments”. Higher the degree of sentiments, lesser would the degree of drives (ergs)

2. There is a highly significant positive relationship between teaching aptitude of teachers and their English Language Teaching Ability. So, teaching aptitude of teachers would influence their English Language Teaching Ability. Various components of teaching aptitude would also influence their English Language Teaching Ability.

3. There is a highly significant positive relationship between teaching competence of teachers and their English Language Teaching Ability. The relationship elucidates that higher the degree of teaching competence, highest would be his/her English Language Teaching Ability. There is a significant positive relationship between the components of English Language teaching and the components of teaching competence. There is also highly significant positive relationship between components of teaching competence and all the sub – components of presentation of teaching competence. This means that an effective or competent teacher of English Language would posses all the components of teaching competence and would be effective in presentation.

4. There is a highly significant positive relationship between motivation and teaching aptitude. There is a significance negative relationship between Drives (Ergs) a component of motivation and teaching aptitude. There is highly a significant positive
relationship between “sentiments” (a component of motivation) and teaching aptitude.

5. There is no significant relationship between motivation of teachers and their teaching competence there is a significant negative relationship between Ergs (Drives) component of motivation and teaching competence. Whereas, there is a significant positive relationship between sentiments component of motivation and teaching competence. This explains that a competent teacher would have a higher degree of sentiments.

6. There is a highly significant positive relationship between teaching aptitude of teachers and teaching competence. This explains that a teacher with a higher degree of aptitude would possess highest degree of teaching competence. There is a highly significant positive relationship between teaching aptitude and all the components of teaching competence. There is also a highly significant positive relationship between teaching competence and all the components of teaching aptitude. So, this reveals that a teacher with judicious degree of teaching aptitude would be able to understand the pupil and adapt himself to the needs and demands of pupils and also to the changing trends.

7. Motivation of the teachers do not predict their English Language Teaching Ability. Motivation does not act as a predictor of English Language Teaching Ability. “Career” one of the sub-components of sentiments – a component of motivation do predict the English Language Teaching ability of the teachers. As per the regression analysis, ‘sentiments’ – a component of motivation do predict the teachers’ English Language Teaching Ability. Regression analysis proves that “pugnacity” a sub-component of Ergs (Drives) do predict the teachers’ English Language Teaching Ability. “Career Sentiment”, “Self – concept sentiment” various sub – components of sentiments of motivation do predict the teachers’ English Language Teaching Ability. Whereas, sweet heart spouse sentiment, “Home parental sentiment” do not act as predictors of English Language Teaching Ability.

8. Teaching aptitude of teachers do predict their English Language Teaching Ability various sub – components of Teaching Aptitude such as “professional information”,

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“Attitude towards children”, “interest in profession” do predict the English Language Teaching Ability of Teachers.

9. Teaching competence of teachers do predict their English Language Teaching Ability. Various components of teaching competence do predict English Language Teaching Ability of Teachers. As per the regression analysis, it may be inferred that Blackboard summary, Explanation, Attention and questioning various sub-components of presentation of teaching competence do predict the English Language Teaching Ability of Teachers. Whereas, introduction, probing questions, Illustration, student participation, speed of presentation do not act as predictors of English Language teaching Ability of Teachers.

10. There is a significant difference between male and female teachers in respect of their motivation, teaching competence and teaching aptitude. As regards English language teaching ability, male teachers do not differ significantly from female teachers. On comparison of means, it is found that female teachers are superior to their male counterparts in respect of their motivation, teaching competence and teaching aptitude. In respect of components of motivation, sex differences are evident in ‘sentiments’ whereas in ‘drives’ such differences are not evident. The mean of female in sentiments is higher than the male teachers. This explains that female teachers have a higher degree of sentiments when compared to their male counterparts. With regard to components of ‘drives’, it is found that male and female teachers do differ significantly in respect of mating, assertiveness and narcissism. Male teachers are more assertive and narcissistic compared to their female counterparts. Sex differences are not found in respect of fear and pugnacity, components of drives. As regards components of ‘sentiments’, there is a significant difference between male and female teachers in respect of career sentiment and home-parental sentiment. Further, sex differences are not evident in respect of self-concept, super-ego and sweet-heart spouse components of sentiments. With respect to components of teaching competence, male and female teachers do differ significantly in planning, presentation, evaluation and managerial. Female teachers are superior to their male counterparts in respect of planning, presentation, evaluation and managerial components of teaching competence. In respect of closing components of teaching
competence, sex differences are not evident. Further, when results pertaining to components of presentation are taken into consideration, sex differences are noticed in questioning, probing questions, illustration, student participation, speed of presentation and blackboard summary. In all these aspects supremacy of female teachers is noticed over male teachers. However, in respect of introduction, explanation and attention components of presentation, sex differences are not evident. A significant difference is noticed between male and female teachers in respect of adaptability and interest in profession, components of teaching aptitude. Adaptability and professional interest among female teachers is more. With regard to other components of teaching aptitude, namely, mental ability, attitude towards children and professional information, there is no significant difference between male and female teachers with regard to components of English language teaching ability, sex differences are evident in all the components and this difference is in favour of female teachers. On the whole the results pertaining to sex reveal; that female teachers are better in motivation, teaching competence, teaching aptitude and English language teaching ability. There is no significant difference between male and female teachers in respect of “closing”. There is a significant difference between the mean score of male and female teachers in respect of “Evaluation”. Female teachers are found to be better in Evaluation techniques. There is a significant difference between the mean scores of male and female teachers in respect of “Managerial” abilities of classroom. Females have proved to possess better managerial skills. There is no significant difference between male teachers and female teachers in respect of introduction, explanation and attention. Whereas, there is a significant difference in the mean scores of males and females in respect of “Questioning”. Female teachers are more competent in the aspect. There is a significant difference in the mean scores of male teachers and female teachers in respect of “probing questions”, female teachers have proved to be better. In the aspects of “illustration”, “Students participation”, “speed of presentation”, “blackboard summary”, there is a significant difference in the mean scores. Female teachers have proved to be better in all the aspects. There is a significant difference between mean scores of males and females in respect of their teaching aptitude. Female
teachers have more aptitude for teaching compared to male teachers. There is no significant difference between male teachers and female teachers in respect of “Mental ability”, “attitude towards children” and “professional information”. Whereas, there is a significant difference between mean scores of males and females in respect of “adaptability”, and “interest in profession”; whereas, female teachers have proved to be better. There is no significant difference between the mean scores of male teachers and female teachers in respect of their English Language Teaching Ability. Female teachers have proved to be better in their English Language teaching Ability compared to male teachers. There is a significant difference between male teachers and female teachers in respect of “planning”, “presentation”, “closing” various components of English Language Teaching Ability. The mean scores of female teachers are higher and they have proved to be better than male teachers. There is significant difference between male teachers and female teachers in respect of “Evaluation” and “Managerial” aspects of English Language Teaching Ability”. A review of the significance of difference between male teachers and female teachers reveals that female teachers are better with respect to various independent variables such as motivation abilities, teaching competence and teaching aptitude compared to their male counter parts.

11. There exists no significant difference between teachers “with and without” special training in English in respect of their motivation and also in respect of their “drives” and “sentiments”. There exists no significant difference between teachers “with and without” special training in English in respect of various components of drives expect for “mating and “fear”. There exist no significant difference between teachers “with and without” special training in English in respect of various components of “sentiments” except for self-concept. Teachers “without special training” in English have proved to be more concerned about self and social repute. There exists no significance difference between the teachers” with and without” special training in respect of their teaching competence. There exists no significant difference between the teachers “with and without” special training in English in respect of various components of teaching competence expect for presentation and managerial aspects. Teachers “without special training” are better at presentation and managerial skills
compared to the teachers with special training. There exists no significant difference between teachers “with and without” special training in respect of various sub-components of presentation of teaching competence except for “questioning”, “students participation” and “black – board summary” where the teachers without special where, the teachers without special training have proved to be better. There is no significant difference between the mean scores of the teachers “with and without special training” in respect of teaching aptitude. Teachers without special training have proved to be better in teaching aptitude. Compared to the teachers with special training. There exists no significant difference between the teachers “with and without” special training in English in respect of various components of teaching aptitude except for “mental ability”. The teachers without “special training” in English have proved to be better in mental ability. There exists a significant difference between the teachers “with and without” special training in respect of their English Language Teaching the teachers without “special training” have proved to be better in English Language Teaching Ability. Special training in English would not be a contributing factor for an improvement or for better stand of various components of motivation, competence, aptitude and English Language Teaching Ability.

12. There exists no significant difference between teachers with different academic qualification in respect of their motivation, Drives and sentiments. There exists no significant difference between teachers with different academic qualification in respect of their teaching competence, components and sub – components of teaching competence. There exists no significant difference between teachers with different academic qualification in respect of their teaching aptitude and components of teaching aptitude. There exists no significant difference between teachers with different academic qualification in respect of their English Language teaching ability. There exists no significant difference between teachers with different academic qualification in respect of their ability of “closing” the concept after sequential presentation. There exists no significant difference between teachers with different academic qualifications in respect of their ability of “closing” – a component of English Language Teaching Ability. Teachers with B.A, B.Com qualifications have
proved to be better compared to teachers with B.Sc., Qualification. Graduate teachers of B.A., B.com, are at s better stand in closing techniques compared to teachers with M.A and M.Com qualifications.

13. There exists a significant difference between teachers working in different types of schools in respect of their motivation, and private school teachers are found to be better in respect of motivation abilities. There exists no significant difference between teachers working in different types of schools in respect of their Ergs (Drives), but a comparatively higher degree of Ergs are shown by the teachers belong to Government Schools. There exists no significant difference between teachers working in different types of schools in respect of their sentiments. Private school teachers show a higher degree of sentiments. There exists no significant difference between teachers working in Government and Private schools in respect of various components of Ergs and sentiments. There exists no significant difference between teachers working in Government and Private schools in respect of their teaching competence and various components pertaining to it. There exist no significant difference between the teachers working in Government and Private schools in respect of their teaching aptitude. There exists no significant difference between the teachers working in Government and Private schools in respect of their English Language Teaching Ability and components pertaining to it.

14. There exists no significant difference between teachers belonging to different categories of experience in respect of motivation, its components and subcomponents of Drives (Ergs) except in case of “fear”; it is observed that, the teachers with more experience are holding a higher degree of “fear” compared to the teachers with less number of years of experience. There exists a significant difference between the teachers belonging to different categories of experience in respect of ‘super – ego’ and ‘career’ various subcomponents of sentiments; teachers with less than ten years of experience are more conscientious and posses a higher degree of super – ego and teachers with more than 21 years of experience are proved to be less conscientious. Teachers with 11-20 years of experience showed more interest in “career” compared to all other categories. There exists no significant difference between teachers belonging to different categories of experience in respect of their teaching
competence, and various components pertaining to it. There exists no significant difference between teachers belonging to different categories of experience in respect of their teaching aptitude and various components pertaining to it. There exists no significant difference between teachers belonging to different categories of experience in respect of their English Language teaching Ability and various components pertaining to it. There exists no significant difference between ‘F’ values of teachers belonging to different categories of motivation in respect of their English Language Teaching Ability.

15. There exists a significant difference between teachers with moderate and low categories of motivation abilities in respect of their English Language Teaching Ability. There exists a highly significant difference between ‘F’ values of teachers with low moderate and high levels of teaching competence in respect of their English Language Teaching Ability. It is observed that teachers with high teaching competence claim a superior stand in their English Language Teaching Ability followed by the teachers with moderate teaching competence. Teachers with low teaching competence claim an inferior stand in respect of their English Language Teaching Ability compared to other two categories. There exists a significant difference between teachers with low, moderate and high levels of teaching aptitude in respect of their English Language Teaching Ability. It is observed that teachers with High teaching aptitude have claimed a superior stand in respect of their English Language Teaching Ability followed by the teachers with Moderate teaching aptitude. Whereas, teachers with low teaching aptitude claim an inferior stand compared to other two groups.

5.14 IMPLICATIONS OF THE STUDY

English occupies an important place in our education system and life. It is the language that continues to dominate the national scene. It is the Language of opportunity. Its transitional status proves without doubt that English has slipped from the hands of the British and today belong to anyone who can use it effectively. Maturity of mind among the users of the language and the intervention of the printing press were the two instrumental factors; English became proliferate language with foreign words finding a free entry in to its portals. In spite of its inflectional simplicity, it is to be recognized that
a foreign student encounters difficulties in learning the language. The difficulty of learning English could be eased with the effective roll of the teacher. Teachers must be able to understand the practical difficulties of the students, he must be able to diagnose the difficulties of learning as the doctor, diagnose the physiological difficulties, understand the learner as a physiologist and then teach the learner like a philosopher.

Language instruction in schools should encompass all the components of and aspects of language development. The student has to be given activities where they work on constructing sentence and not merely learning a set of prepared answers. Students should be given many opportunities to speak and use the language in many contexts.

So, the sheer responsibility of inculcating proper language skills lies on the shoulders of teachers. Present study is to know the influence of various factors like ‘motivation’, ‘teaching competence’ and ‘teaching aptitude’ on the teachers’ English Language Teaching ability. In order to study the above factors, a sample of 425 English Language teachers have been selected using stratified random sampling technique out of 1500 above teachers of English Language teachers from West Godavari district and from peripheral parts of East Godavari and Krishna districts Andhra Pradesh. The sample represents teachers from rural, urban, semi urban and municipal schools.

The districts from which the sample was drawn are basically dominated by Telugu medium schools where, English is taught in translation method. Major percentage (94.1%) of teachers having English as one of their methodologies during their training. Teachers are either with science or social studies as their subjects. There are a few teachers who handle only English classes.

In spite of several modifications in the method of teaching English, students are yet to develop their communicative skills. Students should be given many opportunities to speak and use the language at multiple contexts. Teachers must be able to motivate the pupil, arouse interest to take part in various language learning activities. Teachers must posses aptitude for teaching so that, he would try to better his classes and his teaching competence focusing various method of inculcating language skills, amongst students would help to graduate the classroom performance in general.

Teachers’ motivation abilities would influence their English Language teaching Ability because; it plays a pivotal role in learning language and teaching/inculcating the
habit of language acquisition in various contexts amongst pupils. Teachers with optimum
degree of competence over language helps them to be confident to deal effectively and
use different situations intelligently to introduce various concepts/teaching items/words
etc., so that, pupil could be able to understand easily and build up an interest over the
language; use various items/words in different contexts and would become self–
dependent in language usage rather than teacher dependent.

5.15 RECOMMENDATIONS

On the basis of the findings of the study, and observations made by the
investigator, a few recommendations which may help in improving the motivation
abilities, teaching competence, teaching aptitude of the teachers of English language have
been offered here under.

1. Sex wise comparison indicates that female teachers posses a superior stand of
motivation compared to male teachers. This may be due to the reason that female
teachers are more career oriented and they have a higher degree of interest in career
compared to their male counterparts. So male teachers may be given target oriented
tasks, special orientation courses realizing their responsibilities along with a degree of
freedom in order to gear up their motivation.

2. Female teachers are proved to be better in their teaching competence and teaching
aptitude. Male teachers have low competence and aptitude may be due to lack of
interest in profession and professional information and knowledge. So, there should
be suitable remedies to rectify this. There can be ELT training classes; of – course, it
must be goal – directed, not mere paper work. Each teacher may be given a chance to
speak or take an active part. More emphasis should be laid on oral expression and
Experts in the field may be called upon to monitor the whole process. The course
must be a dialogue not mere monologue. This would instill a lot of self confidence
and interest towards the profession. Aptitude for teaching is one of the three qualities
that is needed to become a good teacher. This grows from within. A person with
optimum aptitude for teaching only would enter this profession. Since it cannot be
created all of a sudden, there should be a conducive atmosphere in the school and in
the class to develop this. So, a pressure free schedule may improve teaching aptitude
slowly.
3. From the findings it is observed that there is a need to improve ‘Evaluation’ and ‘Managerial’ skills of the teachers with English methodology. Of course, methodology is nothing to do with Evaluation and Managerial skills. Yet, teachers with methodology are supposed to be good in evaluation. Because, Questioning in a proper way is a skill, using proper question tags. Teachers with methodology would get an opportunity during their training. So, they are expected to be good at the technique. This reveals the fact that, proper evaluation techniques are to be incorporated in the syllabi of B.Ed course. For example: In the modified textbooks of tenth standard, there are new inclusions like: telephonic conversations, Messages, one act plays, group discussions etc, which are not at all included / taught at B.Ed level to the trainees. This may be the reason for their inability in their Evaluation techniques. As far as Managerial skills are concerned, teacher trainees should be taught the modern classroom management skills – Modern classrooms have multiple number of problems. The child is ready to receive instructions, the teachers must be at par with the speed of the student, teacher must be able to deal with the students effectively. This means that the teacher must be competent enough in his / her subject, thorough knowledge over the subject by the teacher would instil confidence among the pupils. So the teachers must update their knowledge over the subject, should possess good vocabulary and its proper usage. Teacher must inculcate reading habits among pupils, must be able to give suitable and useful activities and monitor the activities given, would definitely improve their Evaluation and Managerial skills.

4. The results of the study indicated that the teachers with special training show lesser aptitude towards teaching. Teaching needs three qualities: knowledge is the first. The ability to pass it on to others, what are usually called communication skill is the next. Aptitude is the third without aptitude one can not cherish in teaching profession. Of course, special training in English may not speak much of teaching aptitude, but of teaching language. But, without aptitude for teaching one may not opt for special training – looks like a vicious circle. So, the above inability of special trainees in their aptitude for teaching may be due to other reasons. Of course, before sending the teacher for a special training in the subject, the authorities may look in to the individual’s ability and interest to pass it on to the pupils. So, the teachers’ consent
may be taken without mounting any kind of administrative pressure before sending him / her for a special training. This would definitely avert the danger of wastage. A teacher who is sent at his consent would deliver better goods and also develop his English Language teaching Ability.

5. The finding of the study indicates that the teachers of joint families posses a lesser degree of teaching aptitude. Aptitude for teaching is an inherent quality, which may not be influenced by the type of family; but by, the other reasons; Domestic reasons and the outcome of such reasons. Teachers may be advised or counselled in order to realize them to have a proper outlook for such reasons and not to be interlinked with school work. Experts classes on “stress management” may be helpful and useful for the teachers. Such classes could be arranged after the working hours or during leisure periods without hampering regular classes. Stress management classes may be very much useful to improve their mental ability too.

6. The results of the study indicated that the teachers of different academic qualifications do differ in their ability of ‘closing’ a concept/topic/lesson after presentation. In fact, this is not linked with academic qualification but, depends on individuals talent, if the presentation of a concept is done in an orderliness then, it is quite an automatic ability to close, so, teachers must be given enough training in ELT classes and must be taught the art of presentation. A few tips of presentation which may be followed:

a) The interest of the pupils should be kindled at the outset. So presentation has to be excellent.

b) Once the teacher has caught the attention be should not let the thread break.

c) Deliver a “bombshell” statement or “provocative quote”, or show an audio visional bit in order to keep the attention of the class.

d) Teacher must use simple language that directly conveys the message, he should never use bombastic language.

e) Teacher should not use jargons which can’t be understood by the larger part of the pupils.

f) He must be able to handle humour otherwise he should not use at all, a mis-used humour will spoil the class atmosphere and the teachers’ confidence too.
g) Logical continuity: Always proceed from simple to complex, known to unknown. Sentences should be sound and sensible.

h) Avoid mistakes written / oral. Because, it will hamper interest and discipline among the pupils.

i) He should not write wrong spellings on the black – board in order to highlight a student’s written work. Just instruct orally that such a spelling is wrong.

j) Teacher should not speak too fast and compromise on clarity or speak too slowly and bore the pupils

k) Deliver the lesson / topic in measured cadences.

l) Ask questions well – planned, rhetorical that are not to be answered so easily by anyone in the class will force them to think. So, teachers may follow this kind of tips in order to make up their abilities of presentation or closing.

7. The findings of the study indicates that there is a significant difference between teachers with M.Ed qualification and the teachers with B.Ed qualification in their planning strategies. The difference may not be due to the mere qualification and may be due to other reasons such as lack of proper idea over the curriculum and the quantum of the portion that is to be achieved. So, teachers with B.Ed qualification are unable to plan properly. So, this inability may lead to poor ‘explanation ability’. So, thorough knowledge over the content may be necessary along with knowledge of the content or the quantum that is to be covered by the teacher in the class is a must. For this, Head Masters may insist the teachers to prepare a monthly lesson note, invariably mentioning the topics / lessons that are to be covered during the month; if possible a weekly note of the portions to be covered may be insisted. This would surely improve the teachers planning strategies; in turn proper explanation abilities.

8. It is noticed from the findings that there is a significant difference between teachers of different categories of castes in respect of their “interest in profession” Aptitude for the teaching profession is inherent / innate in an individual. So, the question of caste may not arise or at least it has little to do with it. So, there may be other reasons like; “preoccupied state”, other burdens of administration or domestic reasons, etc. So, in order to inculcate interest in profession among teachers; authorities may entrust duties relevant to their subject, some orientation classes that are more useful and interesting
may give chance to the concerned subject teacher to express his / her opinion. Entrusting responsibilities of their choice area to the extent possible may help colossally to create an interest in profession among teachers. Authorities could also provide the teachers with relevant resource material.

9. The finding of the study indicates that there is a difference in the motivation abilities of teachers working different types of schools. Higher or low levels of motivational abilities may not be due to the type of school. But, at present it is reasonably correct to an extent. Teachers of private and Government institutions are equally competent. The sense of “accountability” is to be mounted on Government teachers by the concerned authorities. This would help the authorities to create motivation to work among the teachers. Along with accountability, there can be incentives / awards / promotions based on their performance etc., would help the authorities to get things done at an easier rate. Orientation classes could be arranged for the teachers, monthly meetings of subject committees are to be monitored by the concerned Head masters. Teachers are to be encouraged to innovate in their teaching; the innovations are to be monitored, guided, adjudged and valued by the concerned experts and authorities. These measures may keep the authorities to enable the teachers understand their duties and responsibilities without much difficulty.

10. Refresher courses are to be suggested to senior teachers, the courses should be more goal oriented than mere classes. Senior teachers are to be given prescribed areas and they must be made active during the courses. Lackadaisical attitude of senior/senior most teachers who have put up more service may be due to lack of interest over profession and may also be due to lack of motivation and encouragement from higher authorities. These are to be looked into with seriousness.

11. Teachers are to develop “reading habit” which is a must in order to improve and acquire command over language. The teachers of language should have voracious reading habit and they should develop the same habit among the pupils. Reading habit of teachers would improve their teaching competence and there by teaching aptitude. So, there must be a good library in every school and the concerned authority should encourage the teachers particularly language teachers to improve their reading habit and if necessary a record of such reading is to be maintained.
5.16 SUGGESTIONS

Based on the present investigation and findings of the study, certain suggestions are made for further research:

1. The present study has been largely concerned with secondary school teachers of Telugu medium schools and in Telugu speaking regions, who are handling English Language classes. Similar research is needed covering secondary and higher secondary levels with a larger sample covering wider area in the other districts of Andhra Pradesh.

2. Similar study on the same topic may be conducted in different states of the country with larger samples of teachers by incorporating suitable psycho-sociological variables.

3. It would be more beneficial to have an in-depth study on the motivational abilities of the teachers and more measures to improve them in the area.

4. A comparative study of the English Language Teaching Ability of teachers working in Northern and Southern states may be helpful to have a more intuition over the improvements.

5. Research is needed to find out the efficacy of the curriculum in training colleges and its effect on performance of the teachers at par with the changing trends may be greatly helpful to have better trained teachers to handle English Language classes in schools.

6. A comparative study of the teachers of secondary schools of CBSE affiliation and local/ regional medium school teachers handling English Language classes may be helpful to derive certain solutions for the problems of both categories of teachers.

7. A study of relationship between certain psycho-sociological factors and teaching ability of teachers handling different languages/ subjects may also be conducted.

8. A study may be conducted on the career orientation or interest in profession among school teachers at par with their performance.

9. Since there is a difference among the teachers of Government owned schools and Corporate sector schools, a commitment study on the performance and solutions for the improvement may be conducted covering larger number of teachers covering wider area.