CHAPTER II

REVIEW OF RELATED LITERATURE

Man is the only creature that could be benefited by past experience and that does not leave to begin anew in every generation. He can take the advantage of the knowledge which has been accumulated through the centuries. This fact is of particular interest in research which operates as a continuous function of ever closer approximation to the truth. The investigator can be sure that his problem of investigation does not exist in a vacuum and considerable work has been done already on the problem which are directly related to this proposed investigation. The success of his efforts will depend in no small measure on the extent to which he capitalizes on the advance made by the previous researches.

Kerlinger (1973) gives two main reasons for discussing the general and research literature related to the research problem. The first of these is to clarify the theoretical rationale of the problem. The second reason is to tell the reader what researches have not been done on the problem. The underlying purpose is to locate the present research in the existing body of research on the subject and to point out what it contributes to the subject.

The major objective of this review of available literature is to determine the significant facts which are essentially related to the problem under investigation for the knowledge emerging from the investigations would enable the investigator to avoid unintentional duplication, as well as it would also provide the understanding and insight for development of a logical framework for the present problem under investigation. Moreover studies that have been done would help in formulating research hypotheses and indicate what needs to be done. It will form the basis for the justification of the study under investigation.

The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes to extend the knowledge in the area under study. Since the present study involves three variables such as motivation, competence and aptitude, the investigator has proposed to review the existing studies
under three heads separately. Thus, the present chapter intends to provide a brief and an initial review and an appraisal of the related studies, foreign as well as Indian and to show how the present study contributes more or advances the knowledge further in the area under study. This chapter also gives a report of researches in which similar concepts, tools and techniques have been used successfully and which of those the investigator selected to use in his research. In this, the researcher endeavoured to be selective and has reviewed only those studies which have direct bearing on the present problem. So, the review of related literature is an essential aspect of a research report. It enables the research to be a line of thinking and it helps in to lay a sound foundation for investigation. The investigator must know what sources are available in his field of inquiry.

Therefore, the investigator reviewed the studies which are directly or indirectly related to the problem area and are presented in a summarized form. A good number of researches have been done by many a researcher on motivation, teacher competence, teacher effectiveness, teacher aptitude and also on language teaching. All the studies have looked into various aspects of language teaching in the secondary or higher secondary schools. For the conventional and for our access, this chapter is classified into three subheads. They are:

1. Studies on teacher motivation.
2. Studies on teacher competence
3. Studies on teacher aptitude, effectiveness and language teaching ability.

2.1 STUDIES ON MOTIVATION

Lanks (1951) found that poor teacher has a lesser degree of need satisfaction than the good teachers and hence were motivated more toward security, caution and rather repressed, conservative behaviour.

Pareek (1974) after reviewing several conceptual models on work motivation presented a three level work motivation model. According to this model, work motivation can be conceived at the individual level in terms of his needs in decision to work in an organization, his/her personality etc., It can be conceived at interactional level in terms of his/her role in the organization, his work motivation or his commitment to work in the organization. At the third level it may be viewed as the final outcome of his working
in an organization and the satisfaction she derives form his work and his role in the organization.

Jangira (1988) opined “Research efforts in the area of teaching skill and teacher effectiveness met in the little success. That is using a series of research reviews of the subject were found to be inconsistent, inconclusive and consequently discouraging and disappointing too.

Singh B (1980) identified the broad areas of teachers’ work through discussion with teachers, headmasters, administrators and educationists. The areas of the teachers’ work identified were:

1. Classroom teaching
2. School organization and administration
3. Evaluation and guidance
4. Co-curricular activities
5. Extra curricular activities.

Mittal (1988) studied teacher motivation to work and its relationship with perceived dimension of school organizational climate of senior secondary school teachers of Delhi. He found that sex of teachers and location of school had no significant influence on teachers’ motivation to work. Teachers working in private management schools were more work motivated than teachers working in Government schools.

Norwood, Donie Robert (1997), in his study of the relationship between teacher organizational commitment and the level of implementation of professional development school principles found, that the professional development school principles have a direct effect on teacher organizational commitment. Schools interested in the implementation of these principles showed focus on the principles having maximum effect with the understanding that all professional achievement school of principles are important as an integral part of the school.

Knowles, Kathleen Travis (1998) studied on the effect of teacher engagement on student achievement and motivation. Analysis revealed that teachers’ pedagogical knowledge about English negatively predicted tenth grade achievement and positively predicted tenth grade student motivation and after prior student achievement and motivation were controlled. Teachers’ intrinsic motivation toward teaching positively
predicted tenth grade student achievement and motivation, after prior achievement and motivation had been controlled. Teacher’s self efficacy toward teaching negatively predicted tenth grade student achievement after prior student achievement and motivation had been controlled. Analysis also revealed that the four teacher characteristics were positively correlated with each other and could be statistically represented with one factor (teacher engagement). Teacher engagement predicted tenth grade student achievement and motivation; after prior student achievement and motivation had been controlled.

These findings also suggest that teachers who are knowledgeable about student motivation and English are motivated toward teaching positively influence high school students’ achievement and motivation. Teacher engagement was also shown to be statistically supported construct and was predictive of student achievement and motivation.

Lane, Peggy Lee (1998) identified ‘the impact of teaching styles on students’ styles and academic outcome revealed. Student centered and those high on both student – centeredness and content-centeredness had students who reported a higher student centered orientation, themselves as well as more intrinsic motivation. Content centered teachers and those high on both student centeredness and student style and extrinsic motivation. These findings were only demonstrated for students’ ratings of teachers. Discussion focused on the need to not dichotomize teacher styles but examine how different combinations of teacher style variables impact student life motivation and orientation as well as more objective outcomes as grade point average and achievement scores.

Diperma, James Clyde (1999), in his study “Testing, student models of academic achievement” the results revealed that the hypothesized student model did not fit the data particularly well, however the best fitting model was developed with the revision of a few pathways in the hypothesized model within this best-fitting model; only motivation and prior achievement demonstrated large total effects with current academic achievement of the remaining four variables, study skills and problem behaviours demonstrated negligible total effects. The best-fitting student model demonstrated acceptable fit across males and females; but it demonstrated poorer fit across students distinguished by disability and minority status. Finally the model of academic achievement including
home and student variables demonstrated acceptable fit with the data. These results along with the limitations of the study provided several directions for future research.

Venita Singh and Aman Deep Kaur (2003) studied achievement, motivation and parental background as determinants of academic achievement. They found that academic achievement and achievement motivation of students are positively correlated.

1. Children of both parents working group have better academic achievement.
2. There is no difference in the achievement motivation of children due to parents working.
3. Academic achievement of students is not affected by parent’s education.
4. Parent’s education does effect achievement motivation of students.

Vanitha and Desai (2004) found that students learn better and enjoy it when the subjects they study have relevance to their own learning styles. It is necessary that the teachers provide maximum diversity of materials and activities in order to exercise to variety of pupil styles, good teacher will use more than one or two classroom methods. They will vary their teaching practices in accordance with the nature of their group.

Timothy L. Seifert (2004), in his study of ‘understanding student motivation’ observed that student motivation may be thought of as patterns of behaviour and affect. Although five patterns have been described undoubtedly more exist. However, these five patterns would probably describe most student and address the concerns of many teachers.

Of interest to teachers and researchers would be the pivotal role that feelings of competence and control play. The patterns of behaviour described in this paper may be characterized in terms of those feelings or less of those feelings, while it is reasonable to expect that other emotions may influence behaviour, competence and autonomy are critical. For students to develop into healthy adoptions and constructive individuals; it is imperative to foster feelings of competence and control. Pervious research has suggested that the teacher student interaction is the critical factor in fostering a sense of competence and autonomy.

Seifert and O’ Keefe (2001), Deci and Ryan (2000) opined that perceived meaning is important in motivated behaviour. The mastery student is able to find
meaning in the work. If students do not find the work meaningful and tend to make external attributions than work avoidance may develop.

If students do not understand what it is, they are supposed to do, then they may not be able to find meaning in their work.

If the topic does not make sense, they may not be able to discern the relevance of the topic likewise, if students do not feel capable of understanding the topic they may not find the work meaningful.

There are a number of implications for teachers. First, teachers need to communicate to students the objectives of the lesson what is the students should learn doing so may enhance the students self efficacy for the task at hand by helping students feel confident in their work (Schunk 1982, Ames 1994).

Teachers may also consider how to promote autonomy and self-direction in the classroom because, how teachers construct classroom environments may impact on students’ perception of competence and autonomy in the classroom.

Boggiano and Katz (1991), Ames (1993), Ryan and Deci (2000) opined that ultimately though the critical factor in the learning process may be how the teacher and students interact. Teachers who are perceived as being nurtured, supportive and helpful will be developing in students a sense of confidence and self-determination which will be translated into learning oriented behaviours of the intrinsically motivated students (Sifert and O’ Keefe 2001).

Rajendra Singh Pathani (2005) conducted a study of the importance of actual academic achievement and academic achievement perception of students. Student teaching and evaluation are the important activities of educational institutions, as well as make positive attitude towards students perceptions about their achievement. The suitability and appropriateness of the various methods of imparting knowledge by them may be judged on the basis of the academic achievement of the students. The higher academic achievement tends to suggest that these strategies, techniques, methods and models are suitable and appropriate whereas the reverse is indicated by lower academic achievements of students. Evaluation of learning outcomes of the students via the measurement of their academic achievement has been in the focus of attention of teachers, educational experts and planners for a long time. Such an
evaluation is the central task of the institution imparting formal education to the students, generally termed as examination system.

Academic achievement has been quite successful in attracting the attention of educationist because of an enormous importance in academic and professional fields. Academic achievement helps in declaring examiner successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs. It’s now a common practice to promote students from one class to another, on the basis of academic achievement.

A child gains knowledge by the instructions in the school classroom, organized around a set, a core activities in which a teacher assigns tasks to pupils, evaluates and compares the quality of their work. In course of time, pupil differentiate themselves according how to the will they perform a variety of tasks most of which requires the use of symbolic skills, the school provides a wider variety of achievement experiences than does families. As pupils proceed through successful school levels, the rigors of an achievement increases for those who continue along the academic line. It usually denotes activity and mastery making an impact on the environment rather than fatalistically accepting it completing against some standard of exercise Dreeben (1968). So the main task of the school is to provide adequate and suitable techniques for academic performance of students. For this the teachers must have knowledge of those variables which are directly or indirectly related with academic achievement.

It seems to be worthwhile to assume that academic achievement is, on the one hand influenced by the teaching devices employed by the teachers and it is also dependent upon the various factors, such as mental make up, socio-economic background, literate and illiterate parents, directly generated by the socio-psychological characteristics of students. Besides this, one’s perception of his / her one self of our abilities and capacities and of his / her psycho-social needs tend to create an overall perception of one’s own self and his / her socio-e surroundings. This overall perception may said to be important factor in determining one’s achievement factor in determining one’s achievement in various fields of life.

Pathani also felt it may be thought that differential perception of individual in the above mentioned areas may lead them to differentially perceive their academic
achievement may be connected with individual perception of their own selves; their needs with in the socio-emotional infrastructure prevalent in these surroundings.

Lazaras (1966) and Mahryar et al (1975) considered that it is the perception of academic achievement which is more pervasive than academic achievement itself.

### 2.2 STUDIES ON TEACHER COMPETENCE

Mathew (1980) attempted to identify desirable teaching competencies of teachers in the context of certain presage, process and product variables of teaching were measured and factor analysed to arrive at the set of desirable teaching competencies. Secondly, the views of the students about their teacher content analyzed and profile of a competent teacher was developed. Different variables involved included in the study were four presage variables, 86 teacher classroom behaviours under process variables and one product variable.

Four presage variable studies were “intelligence”, Teachers’ attitude towards teaching, his ‘interest’ in the teaching and teachers’ self – perception of his classroom behaviour. The product variable was students liking for their teacher. Mathew. R found that (1) 14 factors were identified. They were interpreted as general teaching competency. Competency of the teacher’s concern for the students, competency of using audiovisual aids, competency of professional perception, competency of giving assignment, competency of illustrating with examples, competency of pacing while introducing, logical exposition, classroom management, use of questions, initiating pupils’ participation, use of black board, recognizing attending behaviour and competency of achieving closure.

The opinions expressed by the students gave nineteen teaching behaviours liked by the students. They were: Creating interest, Curiosity, difficult questions, clear explanations, keeping students attentive, pace of teaching, experiments, interesting examples. The competencies identified through factor analysis related very closely with those expected of the teachers by the students.

Passi (1982) found that the competencies which were identified shared a total variance of 76.80%. The competencies were giving assignment loud reading, asking questions, introducing a lesson, managing the classroom, clarification, secondary loud reading, using blackboard, reinforcement, pacing, avoiding repetition, consolidating the
lesson, dealing with pupil’s responses, improving the pupil’s behaviours, audibility, using secondary reinforcement, recognizing pupil’s attending behaviour, presenting verbal mode and shifting sensory channel.

The male and female teachers did not differ in their competencies. There was a positive correlation between the age of the language teachers teaching at the secondary level and their teaching behaviour. There was no significant relationship of the attitude of language teachers teaching Hindi / English at the secondary level towards teaching interest and intelligence with teaching competency. There was a significant negative correlation between the self perception of the language teachers teaching at the secondary level and their teaching competency.

There was a significant positive relation between teachers teaching competency the liking of their teaching behaviour and the academic achievement of the pupils of Grade IX in Hindi.

Shasi Mohan’s (1991) study focuses on measuring the teaching competency of language teachers of Ferozpur, Ropar and Ludhiana districts of Punjab. The study ascertained the difference between the more competent and less competent language teachers in relation to the measures of job satisfaction, locus of control and professional burn out. It also attempted to study the difference between various groups of language teachers on the basis of sex, type of school, the language taught by the teachers and tenure of service.

1. Shasi Mohan found that language teachers had a moderate sense of personal accomplishment and success and so they didn’t experience any professional burn out.
2. There was no difference between teaching competency and job satisfaction of teachers on the basis of their locus control.
3. Female teachers, urban school language teachers and higher secondary level language teachers were found more externally controlled and satisfied with their jobs than the rural and high school language teachers.
4. There existed a positive correlation between the measure of job satisfaction and the criterion measures of teaching competency.

Aggarwal (1989) found that more than 53% teachers were not intelligent enough to be teachers, and intelligence was significantly and positively related to
their subject knowledge. The main problems of the teachers listed were: low salary, irregularity in increments, salary incommensurate with qualifications, transfers etc. The problems faced in schools were multiple class teaching, attendance, and the number of students in a class, poor accommodation, non-availability of teaching aids, teacher-parent relationship supervision and the relation between school and community. According to the evaluation, the administrators, inspectors, and HMs considered 40% of the teachers as competent and teachers considered 42% of them as competent.

Sharma (1979) observed that the five teacher competencies identified were authenticity, - integration, consideration-control, responsibility-openness, innovativeness-attractiveness, and pupil behaviour. The fifteen teacher’s behaviour characteristics which were grouped into five factors were: efficiency integration, Teacher’s image, class management, attraction, encouragement, apathy, control, originality, control.

Patel (1980) observed that the integration of the component skills in the context of microteaching took place vicariously and it did not need deliberate planning as summative model.

Seetha Rama Raju (1994) conducted “A study of teaching competency of teachers in relation to their adjustment and attitudes towards teaching” and found that:

1. There is a significant relationship between teaching competency of teachers and teacher adjustment.
2. There is a significant relationship between teaching competency of teachers and teacher attitude.
3. There is a significant relationship between teacher adjustment and teacher attitude.
4. There is a significant relationship between various dimensions of teaching competency of teachers. There is an interrelationship between all the dimensions of teaching competency.
5. There is a significant relationship between various dimensions of teacher adjustment. There is an inter relationship between all the dimensions of teacher adjustment.
6. There is a significant relation between various dimensions of teacher attitude. There is an interrelationship between all the dimensions of teacher attitude.
7. There is significant difference between male and female teachers in respect of teaching competency. There is no significant difference between male and female teachers in respect of teacher adjustment and teacher attitude. Male and female teachers differ in respect of ‘closing – a dimension of teaching competency and child centered practices – a dimension of teacher attitude.

8. There is no significant difference between non-graduates and graduates, non-graduates and post-graduates in respect of teaching competency. Teacher adjustment and teacher attitude.

9. There is no significant difference between MEds, BEds, TTCs and Pandits in respect of teaching competency. Teacher adjustment and teacher attitude.

10. There is a significant difference between BEd assistants and secondary grade teachers in respect of teaching competency, teacher adjustment and teacher attitude.

11. There is no significant difference between teachers with below 10 years experience 11-20 years experience and 21 years and above experience in respect of teaching competency, teacher adjustment and teacher attitude.

12. Teachers with low income do differ from the teachers with high income in respect of teaching competency, teacher adjustment and teacher attitude.

13. There is a significant relationship between teachers belonging to high school and UP school. High school and elementary school in respect of teaching competency. High schools and UP schools in respect of teacher adjustment and high school and UP school and high school and elementary school in respect of teacher attitude.

14. Urban and rural teachers do not differ significantly in respect of teaching competency, teacher adjustment and teacher attitude.

15. ZPP teachers and MPP teachers do differ significantly in respect of teaching competency. Teacher adjustment and teacher attitude. Municipal teachers and private teachers do differ significantly in respect of teacher attitude.

16. There is a significant difference between teacher with high and low teaching competency in respect of their teacher adjustment and teacher attitude.

Yadav (1983) in his research on a study of the effect of training for classroom questioning behaviour on teaching competence and pupil achievement and found that the (i) Student teachers with (classroom question behaviour) CQB tended to increase
the incidence of questions at higher level. (ii) The training in CQB helped in improving the structural characteristics namely: relevance precision, grammatical correctness and clarity of questioning. (iii) The CQB training resulted in improved question delivery behaviours and question distribution behaviours of student teachers. (iv) The training resulted in improvement in pupils response management behaviour and teaching competency.

Gordon E. Greenwood and others (1990) studied the relationship between four teacher efficacy belief patterns and selected teacher characteristics. Terndall (1989) studied stress in teaching and teacher effectiveness. Philip Jackson (1968) attempted to describe mental constructs and processes that underlie teacher behaviour. Yinger (1977) and Clark Yinger (1979) determined that during the course of a school year, experienced teachers engaged in as many as light different types of planning.

Much research on teaching has been devoted to identify the behaviour of effective teachers with the intention of using findings to increase teachers effectiveness (Borply and Good 1986; Dunuin and Briddle 1974; Paterson and Walber 1979; Doyle 1979), suggested that at the beginning of the school year, the effective teacher consciously directs attention towards gathering information about a particular classroom group. Corno (1981) agreed that effective classroom teachers ought to be consciously engaged in information processing.

Only three empirical studies, Peterson and Clark (1978), Doyle (1977) and Morine and Vallace (1975) have attempted to describe the thought processes and decision of effective teachers during interactive teaching. Peterson and Clark (1978) and Morine and Vallace (1975) use the criterion that has been used typically to define effective teachers, namely students’ scores on achievement test. In contrast Doyle (1977) used classroom behaviour as the criterion. He defined successfully teachers as those who maintained high levels of students work involvement and low levels of disruptions in their classrooms.

Peterson and Clark (1978), Doyle (1977) and Morine, Vallace (1975) investigated the relationship between variable related to teachers interactive decision making a criterion variable of effective teaching. Similar by Calderhead’s (1981, 1983) studies were descriptive. Hence, those studies fall in with the correlational part of the
correlational experimental loop that has served as the basis for classroom research following the process product paradigm (Rosenshine and Furst, 1973).

Orheans and others (1952) found that despite the large number of studies that have been made the knowledge criteria of teacher effectiveness and means to measure them was still missing. Johnson (1955) found a wide margin of error in evaluation and prediction of teacher effectiveness despite the overwhelming attention of research workers it had attracted. Mitzel (1960) lamented the absence of acceptable criteria of teacher effectiveness.

In the dictionary of Education, Good (1959) defined teaching effectiveness as the ability and an interaction between the physical, intellectual and psychological interest of the student and some subject content, the ability of the teacher to relate learning activities to the development process of the learners and to their current and immediate interests and needs.

Sorenson and Cross (1967) pointed out that ‘An attempt to define teaching success in terms of single fixed teacher ideal is both untenable and inappropriate… teachers are found to be regarded differently by different persons with varying concepts of teachers role’.

Flanders and Simson (1969) have defined that ‘teacher effectiveness an area of research which is concerned with relationship between characteristics of teachers teaching acts and their effects on the educational outcomes of classroom teaching’.

Somers and Sowthern (1974) have discussed teacher effectiveness in terms of certain qualities. According to them an effective teacher is he who has a sense of humour, ability to explain things clearly so that the students can easily understand what is being taught, ability to understand students and their problems, ability to make any subject interesting to learn, ability to control class, ability to be ready and willing to help students when they need and the ability to be as fair as possible in dealing with students.

Rajagopalan (1976) while describing the teaching success, expressed that people generally think of a successful teacher as one who produces good results in the school and public examinations. Needless to say that such a teacher is really one who engages himself not in teaching but only in coaching to pass examinations. The teacher effectiveness, teaching competence, or teaching success are the terms usually used
synonymously to refer the concept. But in defining the terms as already pointed out, there is a great variation from one another and similarly the variation is found in locating the dimensions of factors or characteristics which are related to the concept.


Teacher effectiveness as a criterion variable was studied by Singh (1976), Bhagoliwali (1982), Wali (1985) and Padmanabhaiah (1986), Singh (1976) reported that most prominent needs of superior teachers are nurturance, achievement counter action and aggression. Further, superior teachers were less entangled in family problems or were able to solve them quickly and used more literary language.

Bhagoliwal (1982) focused that more effective teachers were characterized by a fairly high level of differentiation and integration in their congenital and perceptual functioning. They had a superior capacity for imagination and original thinking. The affectional needs of more effective tenures had a well developed value system and ego organization. They had a narrow gap between their level of aspiration and inner resources. Wali (1985) reported that professional dignity, altruistic temper, professional involvement, democratic temper and family background were correlated with teacher effectiveness. Padmanabhaiah (1986) observed that region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness.

Fattu (1962) and Howsam (1960) both reviewed the research on predictor criterion and teacher effectiveness. There were slight positive correlations shown between scholarship and teaching effectiveness. Schwann (1956) conducted a study on college and university of Wisconsin facilities engaged teacher education considering the diversity of training and experience of the respondents. Schwann’s summary constitutes
an important source of information about the elements that should be encompassed in a valid criterion of teacher effectiveness as stated by the leadership for the state of Wisconsin. Three ways of describing teaching efficiency were identified. They are

1. Character and personality traits
2. Desired competencies ability to do performance and
3. Control over behaviour, knowledge, skills and abilities.

Anderson and Hunka (1963) spotlighted problem areas to research on teacher effectiveness. They discussed studies which have used predictor and criterion variables and concluded that this research has reached a dead end. Attempts to build a theory of teaching from a statistical description of what is happening. Even examples of best teaching may not provide the theoretical framework for the most effective teaching. Gage (1950) considers why researchers continue to search for relationships between teacher characteristics and pupil growth, when their rewards are so meager. His tentative answer is that the need for knowledge in this area is pressing. He suggests that the upsurge is that amount and quality of research of teaching in the past ten years may have made the results of research done prior to that time obsolete. He concludes that a review of literature at the present time allows for the selection of five global characteristics which seem to be components of effective teaching. They are: (1) Warmth (2) Cognitive organization (3) Orderliness (4) Indirectness (5) Problem solving abilities

Robert F. Peck (1959) in “predicting principles” ratings of teacher performance from personality data say “Teacher personality is known to influence teaching effectiveness”. Edwin C. Lewis (1964) investigated on student teacher interaction as a determiner of effective teaching the study was to know about the following:

a. Are there certain personality traits which consistently differentiate between less and more effective teachers?
b. To what extent does student-teacher interaction contribute to effective teaching?
c. What personality characteristics are most influential in determining the effectiveness of student teacher interaction?

No significant results were found for the biographical inventory. There was little consistent tendency for the more frequently selected instructors to be differentiated from the less frequently selected ones on the Guilford, Zimmerman scales. The conclusion was
that there were no adequate measuring instruments for effective teaching and investigation of the effectiveness of teacher in general and the student teacher relationship in particular is a highly complex problem. Only three empirical studies Peterson and Clark (1978) Doyle (1977) and Marine and Vallance (1975) have attempted to describe the thought process and decision of effective teachers during interaction teaching.

Farmer, Geraldine Taylor (1986) found that when teachers of different conceptual level were compared there was no significant difference in the amount of time spent in non-interactive instruction. After in service training, there was a significant difference in the amount of time spent in off-task activities. Other findings revealed a significant difference in off-task activities of teachers with different preservice training. When teachers were compared to years of experience, teachers with 11 to 15 years of experience significantly reduced off-task activities. Teachers with medium conceptual level respond best to in service training teachers with less than fifteen years of experience gain most from in service training. Teachers with less than a Master’s degree gain most from in-service training. The majority of the teachers studied were in the medium conceptual level range.

Maurer, Jaohn Henry (1988) surveyed and evaluated the perceptions of experienced teachers regarding the importance of those competencies at elementary and secondary levels. A random sample of 818 certified elementary and secondary school teachers from the state were selected. The study identified 15 competencies whose generic facilities seemed suspect. Seven were perceived as more important for the secondary teachers to possess. Implications and possible applications for competency observation and teacher preparation program were also considered.

Otieno, Asubulii (1992), in the study of self-perceived competencies and professional growth needs of secondary and college teachers in Tanzania Union of Seventh day Adventists found that Tanzania union of teachers perceived their greatest professional needs to be improving oral and written communication skills identifying goals and objectives appropriate to student needs, teaching values based on Biblical principles and motivating the reluctant learner. Region of teaching, level of teaching, class size, gender, academic status and years of teaching significantly influenced teachers
perceptions of their competence and in-service needs. The study concluded that since teachers in Tanzania union view themselves as being moderately component in most of the skills researched, they required advanced education in these skills that although statistically significant differences were found when demographic variables were compared, these differences were in a very few of the 45 skills tested.

Sperry, Shannon Kelly (1999), in their study of “The effects of three professional development methods on pre-school teachers use of classroom management skills and the social behaviour of at-risk pre-school children, results showed coaching teachers was an effective method for increasing teacher use of classroom management strategies with pre-school children. In addition increased teacher use of classroom management strategies was related to positive changes in the social play behaviour of pre-school children at-risk for peer rejection.

Kudela Mary Low’s (1997), study of factors which affect teacher’s stages of concern about performance assessment showed that the teacher personal characteristics of degrees earned, years of teaching experience and longevity at the school and significant negative correlation at the collaboration stage subject area of teaching had no significant relationship.

Naren Tambe (1995), in the recent years there has been a lot of emphasis put on competency. Educational institutions have been under pressure to produce competent students, competency has become like a never-ending search for Truth, Goodness and Beauty. We certainly want our students, teachers and employees to be competent in performance of their duties.

Competency refers to the ability to accomplish the task at a satisfied level of performance (Web. Montello and Norton 1994). The definition implies that competency is the capacity of the individual to a task at the level prescribed by an agent or institution. In the process of developing competency we tend to target some important components of competency. First, competency is only a means to an end. Second competency is a social phenomenon and it does not operate in vacuum.

Educators should remember that our concern or care for others creates the commitment on the part of our workers and helps faster competency. A sincere commitment on the part of second administrators or school employees is a prerequisite
for the success of this principle. When second employees do not get opportunities to practise their newly acquired skills, they get frustrated and their attitude toward work becomes, negative. This is actually an institutional loss. Unfortunately many school administrators use the Peter Principle to get rid of some school workers, because of some preconceived social ideas or personality problems, and help them reach their level of incompetency!

What an employee needs is a sincere opportunity and not an administrative trap to fall in a ditch. How can our employees grow if they are denied opportunities for their self development? In a second surrounding we swim? Or sink together. For the empowerment of our teachers and improving their performance, competency of our employees should be carefully nurtured by the people in positions of leadership. They have the main responsibility of creating conclusive environment in which the individual and the institution can both benefit. They have the power, all resources at their command to encourage and implement it.

Safat (1995) opined that the criteria of teacher effectiveness need to be determined before attempting to evaluate it. Product (pupil growth) criteria is doubtful since all growth cannot safely be attributed to only the efforts of the teacher this one can rely upon the process criteria i.e., what characteristics should a teacher exhibit and what acts should he perform in the classroom with a view to induce learning (International view of T.E.).

Through teacher effectiveness is a relative concept, since it is concerned with teacher(s) subject(s) topic(s), pupil(s) and classroom environment, yet, it is possible to arrive at some common criteria for which the following points are particularly required to be taken into consideration. (i) Learner faces of all activity in the classroom, (ii) Emphasis on learning rather than teaching and (iii) Emphasis on skills for self-learning.

Thus, the teacher would be effective to the content he exhibits characteristics and perform acts in the classroom with particular reference to the above. The purpose of evaluation is only to bring about improvement. It is imperative, therefore that only such evaluation techniques which help in affecting improvement be made use of.
An appraisal system which would serve as an effective instrument for up-grading teachers professionally, must take into consideration the meaningful inputs from the teachers along with other parties concerned with the evaluation of the teacher. It can safely be considered that self-evaluation not only would encourage the teacher to take steps to improve himself professionally but, also eliminate embarrassment associated with having to listen to unfavourable comments from an external appraiser. It would make the teacher an expert consultant in improving his own instruction. Admittedly, self-evaluation is confronted with some difficulties such as under-rating and over-rating but these can be minimized (if not completely eliminated) if it is realized that the purpose of self-evaluation is to allow the teacher to see for himself his success or otherwise in teaching with a view to bring about improvement. The results are to be retained by the teacher himself and no body can have an access to the results without the express permission of the teacher. The teacher adopts this technique willingly voluntarily and continuously as he is interested in his own improvement. So he can safely be expected to evaluate himself, objectively and impartially (as are knows better than anyone else). This technique has been used in American schools very successfully [Self-Evaluation Scale (SES)].

Chamundeshwari (2005) study on a conceptual framework for assessing teacher effectiveness found that 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 the performance of teachers shall also remain as essential precondition for enhancing the efficacy of educational processes.

Rajput (1994) opined that over the three decades considerable investigative work has been done on teaching efficiency and teacher effectiveness. Most of the students have taken samples in specific context of the stage of teacher education; region, teacher qualification, socio-economic background, cultural contexts, rural, urban divide as linking and delinking factors in these studies. Teaching aptitude, academic grades, socio-
economic status, teaching experience and age appeared to be sound predictors of teacher effectiveness. Separately, the main predictors were identified as home, health, social emotional and total adjustment, dominance, submission, verbal and non-verbal intelligence. Highly effective teachers were more intelligent having more ego-strength, more self-sentimental, less suspicious, less guilt prone and less radical intelligence and knowledge in their respective subject areas were also found to be less predictors of teacher effectiveness. Teacher effectiveness as rated by colleagues and by self is significantly correlated teacher’s ability to do research and publication. It was also found that more effective teachers were characterized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a higher capacity for imaginative and original thinking. More effective teachers had well-developed value system and ego organization, professional dignity, altruistic tempers, professional involvement, democratic temper and family background were found to be correlated with teaching effectiveness. Factors such as region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness (Buch 1987).

Shah (1995) observed that out of the best predictors of teaching effectiveness, positive contributors (i.e., nature of work, adaptability, attitude towards children, working conditions, mental ability, professional information, peace in job, intellectual self concept, knowledge value, job, attitude, intelligence students and satisfaction with promotion) have produced 72% of negative contribution (i.e., livelihood, political value, influencing, opportunity, inadequate leisure and psycho-physical hindrance have predicted 6% of teaching effectiveness.

In an earlier study (Arora 1978) it was found that a majority of effective teachers (as against ineffective teachers) decided quite early in life to join the teaching profession. Effective teachers engage themselves in activities connected with school work, in-service education programmes and activities outside the school as well. The efficiency of teachers was very well affected by their traits, job satisfaction, socio-economic and family conditions as well.

Several studies have been conducted focusing on the perceptions of students of the effective and ineffective teachers. An effective teacher was viewed by students as
favourably inclined towards them; consistently attempted to infuse good qualities, provided remedial inputs and always willing to treat them of equal footing without prejudice of any kind. The teacher was always conscientious and acted as a guide (Kulanandelvel and Rao 1968).

In the eyes of community and parents, results of the terminal examinations at the secondary stage indicated whether a school or a teacher is good or otherwise in a study conducted on the basis of examination results principal’s rating and students’ rating, it was found that effective teachers significantly had a better personality adjustments and more favourable attitudes towards teaching than ineffective teachers’. Effective teachers were also found significantly more emotionally stable than ineffective teachers (Chaya 1974).

2.3 STUDIES ON TEACHER APTITUDE AND LANGUAGE TEACHING ABILITY

Singh (1978) found that there was a significant positive impact of integration training through summative model of general teaching competence.
1. There was a positive influence on the teacher’s performance of immediate feedback given more objectively and definitely in terms of the components of integrated skills.
2. The micro teaching techniques in the controlled laboratory environment as well as the reality of bonafide teaching was quite effective.

Sharma (1985), the main objectives of the study were to unravel the multidimensional problems, sociolinguistic implications technical requirements, and situational needs of English Language Teaching (ELT) in India. The study was kept within the confines of theoretical and practical aspects of the process of ELT, various aspects viz., language learning and language teaching, the case for English in India. The objectives of teaching English as a foreign language and second/third language, teaching language learning skills, methods and techniques, curriculum planning and course design, ideas and resources for English language teaching, linguistics and ELT in India, teaching English phonology, morphology and structures, evaluation and remedial teaching in English were critically studied. He found that
1. The prospective principles and methodology of second language have undergone a drastic change over last few decades.
2. The existing system of teaching English in India right from the grass root level to the University stage was defective.

3. Traditional methods and conservative cases of ELT in India were incommensurate to the language needs of learners.

4. Instead of becoming realistic need based and oriented, the system of ELT in India had always tended towards idealism, elitism and status-quo and had become more of hindrance than a help in training about an equalitarian transformation in the country.

5. With regard to each separate teaching situation - rural, semi urban and cosmopolitan the need to provide for a syllabus and material suited exclusively to each situation had been ignored.

6. There were a number of anomalies. It was necessary that teachers of English in India rose to the occasion and pragmatic approach to ELT, which was possible if they are familiarized themselves with cognitive processes of learners, linguistic requirements of the nation and the international mainstream of teaching of English as second language.

7. Teachers of English had to develop an elective theory. In teaching English as second language the emphasis needed to be on the linguistic aspect rather than on the cultural one.

Thomas (1982), the study was an attempt to trace the evolution of the teaching of English in India from its official beginning in the days of Macaulay to the last days of British rule when it had already usurped the position of the major subject in the school curriculum. The findings of the study are as follows:

1. The results of the survey provided a general picture of the implicit and explicit causative forces that led to the official introduction of English Education in India.

2. It helped to build up a coherent picture of the development English education in the Madras Presidency during 1835-1947.

3. It examined the position of English in the school curriculum at various times in the presidency during 1835-1947.

4. It gave a connected narrative of linguistic reviews of teaching materials in English used in the schools of Madras presidency during the period.
5. It provided a historical survey of the practices in teaching and examinations in English in the presidency during the period.

6. It drew a comprehensive picture of the teacher training programmes training of the teachers in English.

7. It helped to have an increased understanding of the teaching of English in the context of the development in the teaching of modern language in Europe.

Parvathi Vasudev (2000) submitted a paper on the present position of English language and its drawbacks: She felt that the present English teacher is facing a difficult three fold task:

1. Motivating the weaker students from the regional medium schools
2. Providing an atmosphere conducive enough for them to overcome their inhibitions and interact fruitfully with their classmates and with the teacher.
3. Making the classes interesting and challenging for those students whose level of competence in English is comparatively high. The teaching and learning English in India 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 aptitudes, interests, the time he devotes to the learning of a foreign language and other socio-economic factors determine the suitability of the curriculum. Course materials and methods of teaching. Any instruction that does not take into consideration the imperative needs of the learns fails to achieve the desired objectives. It is therefore obvious that the decline of the standards of English in India is the consequence of inadequacies of various levels in our educational system. She opines that what is the use of teaching the lofty works of Shakespeare and Milton, when our students unable to speak / write even simple English correctly?


English education helped the freedom fighters to beard the lion in his own den, in his own language. English was introduced as a language of conquest, but now it remains as the language of the quest. English is the key to social and economic mobility. Today this fact has been recognized by even developed countries like China, Germany and Japan, which have started teaching English as a second language. They pursue English in
order to sell their products and services in the English Speaking countries. Today India enjoys the advantages of being a country with the second largest English knowing public. Language is acquired only through exposure. Teaching English through mother tongue is very sad. Another sin is teachers teach English as if it were a knowledge subject. They are least bothered about the skills. The textbooks are explained with the help of the mother tongue, as if it were a science text. The language teacher should remember that the text only a vehicle to carry the vocabulary and the teaching items.

Gupta (1979) devised a suitable check list of factors considered to be helpful in class teaching.

1. To find out which of these factors were helpful in class teaching by student teachers. Teachers, supervisors, and MEd students about the usefulness of the different factors for actual classroom teaching. Gupta found that the factors mentioned most frequently as helpful were the black board work, correcting oral mistakes, explaining difficult points. General knowledge, home work and knowledge of the subject, maintaining discipline, power of oral expression, revision of main points, skill in questioning and the use of material aids. These were acknowledged to be helpful for classroom teaching by all the four groups of the sample.

2. Next in the order of frequency were the factors like correcting written work, drawing figures, dress and appearance, familiar examples, home task, loud voice, preparing the plan, removing doubts, showing pictures and the style of reaching.

3. Spurious factors like completing the register, dictating notes, faith in God, financial conditions, collecting fees and keeping confidential records obtained uniformly low frequencies for all the groups.

4. The supervisors marked gestures, methodical procedures, the sense of humour and reciting, questioning etc., more frequently.

5. The student-teacher marked dress and appearance, preparation of lesson plan and homework.

6. The school teachers group marked correction of work, dictation, faith in God, collection of free and sound health.

7. The M.Ed students marked Black board work, explaining difficult points, maintaining discipline and skill in questioning.
Singh (1982) found that (1) The major aim of Singh was to compare the effects of integration training through summative pattern with those of the traditional practice teaching programme on three criterion variables, viz., attitude towards teaching integration of teaching skills and general teaching competence. (2) To find out whether different sources of feedback produced varied effects on the above variables. Singh observed that there was a significant positive impact of the integration training through summative model of general teaching competence (implying that integration training was helpful to student teachers in achieving better teaching competence and better teaching effectiveness. (3) There was a positive influence on the teacher’s performance of immediate feedback.

Kulandaivel and Rao (1968) attempted to analyse the qualities of a good teacher and a good student as rated by students; Kulandaivel and Rao observed the following after the analysis of the opinions:

1. In the class a good teacher as viewed by the students must be impartial, away from prejudice, he should reprimand students for their follies then and there itself, tries to reform problem students, he is conscientious and acts as a guide to the students. The boys of different socio-economic background exhibited more heterogeneity in their ratings than girls
2. Not even a single and specific quality of the teacher was consistently ranked by the boy group at the same level were as girls were more uniform and consistent.
3. A good student as visualized by the group reads well, secures good marks and behaves well.

Prasad’s (1970) purpose of the investigation was to evaluate the professional efficiency of Primary school teachers: efficiency in classroom teaching, efficiency in organizing activities related to school community relationship aspect of school life. The investigation resulted in to the development of teacher efficiency observation schedule. A standardized research tool for measuring teacher efficiency observation schedule.

Sharma (1971) identified 21 students contributing success in teaching. This number was finally reduced to six on the basis of the ratings of 275 judges consisting of training college principals, teachers, headmasters and experienced teachers.
Indurkhyä (1970) conducted a study on English Language teaching ability and found that the teachers had a better command of the core grammatical items than that of peripheral ones.

Bhattacharjee (1984) in his study he observed that majority of the teachers of English were not professionally equipped to teach English. Teaching at the foundation stage was neglected. There was no uniformity, regarding work load of teachers of English at different categories of schools.

Joshi (1985) studied the factors influencing the English language ability and found that the SC students were found to attain average growth level in each one of the six language abilities. He further found that a significant relation between intelligence and growth of various language abilities.

Zahorik (1970) compared the effects of structured planning with the absence of structured planning on teachers’ classroom behaviour. He provided 6 of 12 teachers with a partial lesson plan containing behavioural objectives and a detailed outline of content to be covered 2 weeks hence. He requested that the remaining 6 teachers reserve an honour of institutional time to carry out a task for the researchers not telling than that they were going to be asked to teach a lesson on credit cards until just before the appointed time. He concluded that the linear planning modes goals activities and their organization and evaluation resulted in insensitivity to pupils on the part of the teacher.

In the Peterson, Marx and Clark (1978) laboratory study of planning, teaching and student achievement a number of positive relationships emerged between the focus of teachers’ planning statements and their classroom behaviour. For all teachers, planning on the first of three days of teaching was heavily weighted toward the content to be covered. However, the focus of their planning shifted on Days 2 and 3, with planning for instructional processes becoming more prominent. The proportion of planning statements dealing with the learner was positively related to teacher behaviours classified as “group focused”. The proportion of planning statements dealing with the contents was positively and significantly correlated with the teacher behaviour coded as “subject matter focused”. These findings suggest that teacher planning was related to the general focus or tone of interactive behaviour. They also suggest that the nature of the work done during the
pre-active planning period changes with situation specific teaching experience. As the task demands on the teacher change, so does the nature of appropriate preparation.

Carnaham (1980) studied the planning and subsequent behaviour of ninth grade teachers while teaching the same 2 weeks maturities unit. The quality of the teachers’ written plan was determined by rating plans that focused on individuals or by rating plans that focused on individual or small groups as high in quality. This criterion was chosen because the curriculum materials that the teachers were using incorporated a similar bias.

Classroom observers rated instruction for teacher clarity, use of motivation strategies and student engagement. The main result of interest here is that Carnaham found no statistically significant relationship between his ratings of plan quality and the ratings of teaching quality. However, he did find a significant relationship between his ratings of plan quality and the ratings of teaching quality. However he did find a significant position correlation between the total percentage of written planning, statements about small groups or individuals and he observes the use of small groups in the classroom. This and other findings in Carnaham’s report indicate and main relationship between written plans and subsequent classroom interaction was in the domain of organization and structuring of teaching rather than in the domain of specific verbal behaviour. During interactive teaching, the responses of students are the in predictable and therefore verbal dialogue may not be a profitable focus for teacher planning.

Holidays, Whittaker and Loose (1978) found that the adjunct study questions made no difference to the performance of high-ability students and handicapped those of low ability. The selection of the questions is also important. Holiday (1981) found that a partial set of study questions encouraged pupil to concentrate on selected portions of critical information and resulted in inadequate processing of specialized material.

Riley (1978) found that simple training procedures such as studying pamphlets and listening to audiotapes can improve teachers questioning behaviours. The self-training materials produced by Chewprecha et al. (1980) and written audiotape material produced by Lamb (1977) were used with experienced teachers, the results support the general conclusions that – provided the teachers can be persuaded to work through their
training materials are effective in encouraging use of a wider cognitive varieties of questions.

Riley (1981) compared his findings with significant studies in the general literature on questioning. This is an encouraging exception to normal practice. A disappointing feature of the published reports on questioning is that little detail is given about the nature and the quality of the treatments designed to improve teacher’s skills.

Subbarayan (1985) found in the study of relationship between teacher effectiveness, research and publication and self-concept.

1. Students’ ratings of teachers significantly correlated with colleagues ratings of teachers.
2. Colleagues ratings of teachers were significant and correlated with the self ratings of teachers.
3. Self ratings of teachers were significant and correlated with student’s ratings.
4. Teacher effectiveness as rated by colleagues and self significantly correlated with teachers ability to do research and publish findings. But no relationship was found between teacher effectiveness as rated by students and teacher’s ability to do research and publish.
5. The relationship between teacher effectiveness and his self-concept were significant.
6. Male and female teachers did not differ significantly in respect of teacher effectiveness.
7. Teachers who had 15 or more years of experience did not differ from those of less experienced in general factors of teacher effectiveness, but significant difference was reported in respect of professional factors.
8. Teachers of 45 years or above did not differ significantly from those who were below 45 years of age.
9. Professors, readers and lecturers did not differ significantly from one another in respect of teacher effectiveness.

Tharyani (1986) found that (1) Study of the important factors affecting teacher-effectiveness of B.Ed. students, found that the IQ of the teacher trainees was found to be a useful predictor. (2) Teacher’s attitude towards their pupils did not show any significant relationship with teacher behaviour in the case of high achievers. (3) In the case of low
achievers it showed a negative significant relationship. (4) Student’s knowledge in their respective subject area was found to be the best predictor.

Wali (1985) in his study of factorial study of the teaching correlates of teaching effectiveness found that: (1) Correlation coefficients for educational qualification, salary, experience family education and sources of income were significant. (2) Correlation coefficients for attitude to education process, identity with the job, democratic value, family prestige value, and a few needs were significant. (3) Six factors emerged from out of the correlation matrix and they were designed as professional dignity (Grader Salary etc.) altruistic temper professional involvement, democratic temper family background and humility. Implications for teacher preparation, such as inculcating proper values, proper selection, and giving due importance to family background have been drawn on the basis of the study of the six factors. This review reveals a number of significant gaps.

Ahluwalia (1985) in his study of factors affecting achievement motivation found that:
1. Sex of the child had no effect on achievement motivation.
2. Age was significantly and positively related to achievement motivation
3. Achievement motivation was not affected by birth order.
4. Academic performance was positively and significantly related with achievement motivation.
5. Father’s education significantly influenced by achievement motivation. While mother’s education had no effect on a achievement motivation of children.
6. The achievement motivation was affected either by father’s occupation or mother’s occupation.
7. Economic status of parents did not affect achievement motivation.
8. Urban / rural upbringing of children had no effect on achievement motivation of children.
9. Size of family did not show any significant relationship with achievement motivation
10. Dependency and achievement motivation were found to be negatively related though not significantly.
11. Children of co-educational schools had more achievement motivation than children of boys school. But no significant influence was recorded in the children of coeducational schools and girls schools; those of boys schools and girls schools.

12. Children from central schools (Kendriya Vidyalayas) were more achievement motivated; next in order were public and then Government schools.

Bharathi (1984) in her study of self concept and achievement motivation of early adolescents found that:

1. Older age – group subjects perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability.

2. No age differences were found in self –concept with regret to adjustment.

3. No significant age differences were found in the personal social orientation aspect of self concept in the real self concept.

4. In the masculinity - femininity aspect of self concept, age differences were not significant.

5. The strength of achievement motivation increased significantly from twelve to sixteen years.

6. At different age levels, different self concept measures were found to be related with n-achievement.

7. In the ability aspect on self-concept no sex differences were found.

8. Girls perceived themselves better adjusted and also aspired to be better adjusted than boys.

9. Boys perceived themselves to be more personality oriented than girls and they also aspired to be more masculine as compared.

10. Boys perceived themselves to be more masculine and also would like to be more masculine as compared to girls.

11. Girls were more dissatisfied with their perceived self than boys.

12. No sex differences were found in achievement motivation.

13. The self-concept of ability was not affected by socio-economic status.

14. Low socio-economic status subjects perceived themselves less adjusted and felt greater dissatisfaction with themselves in this aspect.
15. Low socio-economic status subjects wanted to be more socially oriented as compared to high and middle SES subjects.

16. The influence of age variable on the masculinity-feminity aspects of self-concept was different in different SES groups.

17. Achievement motivation was found to be the highest among the high SES groups and lowest in low SES groups.

18. Middle SES groups showed greater satisfaction with self in general.


1. Found that a classroom session beginning with humour helped the teacher considerably in removing tensions, in overcoming depression.

2. Teachers were all aware of the positive roles that humour performed in their classroom.

3. A large majority of teachers took a moderate view of using humour in the classroom i.e., 20% who always used humour and almost a negligible who never used it in the classroom.

4. The teachers used all kinds of humour in the classroom. 65% employing need based humour and 21% of them employing stereotyped humour, 5% used sex-based humour 7.66% used religion based humour and only 1.34% used cast-based humour.

5. Humour was found to serve as a technique of control and as means of educational correctiveness.

6. Teacher-respondents held that ill-humoured teachers were made the butt of humour more frequently than those possessing a good sense of humour.

7. Teacher-respondents often made use of humour to control indisciplined students, to diffuse tension, to foster social and moral values, to boost the morale of students and to create a cordial and social atmosphere in the classroom.

8. In the opinion of 98.6% of teacher respondents, humour promoted creativity and mental health.

9. About 95.11% of teachers claimed that they had been successful in creating an academic atmosphere in their classroom by introducing humour in their talks.
10. Humourous lessons worked as a coping mechanism to help students adjust to the new situations in which they are placed.

11. Women teachers seemed to have a slightly upper hand in using humour in classroom.

12. Students favoured the inclusion of humourous material written by Indian writers in their textbooks.

Jerath (1979) in his study of achievement motivation and its personality motivation and ability correlates found that,

1. Males scored higher than females on fantasy measures n-achievement, intelligence test, factors B, C, E and H of the 16 PF, theoretical, economic, and political interests.

2. Females scored higher than males on factors A, I, O, Q3 and Q4 of 16 PF aesthetic, social and religious interests.

3. Factors analysis yielded the following comparable factors among males and females: anxiety, introversion Vs extraversion. Body measures, scholastic proficiency and good up-bringing.

4. Separate factors named Pathemia Vs Cortertia and “Secure naturalness Vs. Foxiness” were located in the male sample whereas in the female sample separate factors located were n-achievement, and intelligence.

5. Among males “Sweet-heart sentiments” as a factor could not be matched with any factor in the female sample.

6. Among females n-achievement and self-sentiment could not be adequately matched with the factors obtained for the male sample.

7. The obtained second order factors were of anxiety and extraversion Vs. introversion in both sexes.

8. n-achievement emerged as a complex measure in both males and females but with loadings on entirely different factors.

Khanapuri (1986) in his study on Academic Achievement motivation Assessment, validation and Development opined that the (1) Psychological education course was effective in raising the level of academic achievement motivation of the pupils. (2) The pupils sustained the academic achievement motivation level raised by the psychological education course even for six months after the training. (3) The psychological education courses were effective in improving the performance of pupils in second subjects.
Prasad (1982) studied factors that influence stability of the self-concept and found that (1) Anxiety, in-security, self-role, incongruence and self satisfaction were the factors which influenced stability of self-concept. (2) Social change had not been identified as an independent factor of self-consistency. (3) Older and younger generations differed significantly on anxiety, insecurity, self-role incongruence and self satisfaction. A Comparative study of preservice teachers’ academic motivation in a theoretical course, a practical course, and a liberal studies course. This study indicates that teacher educators can engage their students in learning thereby tapping certain motivational constructs and that the observed preservice teacher’s over emphasis on experience may be a developmental phenomenon reflecting one of the certain developmental features of preservice teachers learning at a certain stage during their study in teacher education programme.

Ming Ming Chiu (2004) in the study of Adopting Teacher interventions to student needs during cooperative learning. How to improve student problem solving and time on task showed that teachers’ intervention can improve student behaviours both during and after the intervention. For example Harwood (1995) examined groups of primary school children discussing current world issues. Harwood examined group interactions
a. When the teacher facilitated their conversations and
b. When the teacher was elsewhere. In the teacher’s presence students stayed on topic more often (83%) made correct inferences (53%) and made more justifications (58%) than in her absence. However the students produced fewer new ideas in the presence of teacher. He also found that teacher intervention can affect students self subsequent behaviours. The students cooperated more often, shared more information that was task relevant and provided more explanations than before the teacher intervention.

An improved area of research in social and educational psychology is the study of attitudes and their measurement, change in attitudes and their relationships with other variables. Fishbein and Aizen (1972) reported that over 750 articles related to attitudes were published during two and a half year span of time. This shows that the study of attitudes has been of interest to nearly all psychologists and educationists. The history of study of attitudes indicates that during 1920 a research on attitudes was largely concerned with the definition of attitude and its measurement. some studies were conducted to
establish relationship of attitudes to some social variables and attitudinal changes. It was after this period that educationists also started taking keen interest in the study of attitudes of teachers teaching pupils, schools, administrators etc.,

Khan and Weiss (1973) reported that self-reporting, observational and projective techniques have been the measuring and data collection devices. They further reported that the actual availability and documentation of psychometrically sound attitude scales are however far from satisfaction.

Panda (1992) opines that the studies reveal a lack of seriousness in thinking, procedure and analysis. There is a tendency to develop an attitude scale using inadequately rigorous procedures and use it in surveys. No attempt has been made to study or bring about attitude changes and all experimental procedures which would raise studies on attitudes to much higher levels of sophistication. Many self-reporting instruments have been made for teaching, education, school and colleges among students and teachers. The Minnesota teacher Attitude inventory and the survey of study habits and attitudes have been extensively used in research on teachers and students attitudes (Travers 1973). Several tools have been developed in India also to measure the attitude of students and teachers towards various objects. The objects of attitude measurement were the teaching, teaching profession, school and other educational processes.

Gupta (1977) found that the success in teaching was significantly related to professional attitude. Hoods (1976) studied relationship of attainments in theory subjects in B.Ed course with attitude as a teacher and teaching efficiency. Mehrotra (1973) studies effect of teacher education programmes on the attitude of teachers towards teaching profession. The major findings of a study conducted by NCERT (1971) were:

1. The attitude of teachers differed significantly under different managements.
2. The tenure of service did not affect the attitude of teachers.
3. The attitude of male and female teachers differed significantly.
4. Marital status did not influence the attitude of teachers towards profession.
5. Younger teachers showed more positive attitude towards profession than older teachers.
6. Experience and positive attitude were inversely proportionate.
7. Teachers with lower educational qualifications were having more positive attitude towards the profession than the teachers with higher educational qualifications.
8. The attitude of trained and untrained teachers did not differ significantly on negative items.
9. Training appeared to be a contributing factor in the development of apparent positive attitudes.

Singh (1974) found that the professional attitude of teachers were favorable and their attitude towards child centered practices and educational processes were more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teachers. He further found that there was no difference in age, male and female teachers in their attitude.

Sukhwal (1977) in his study found that majority of the teachers favoured the profession. Higher the age the greater was the increase in the degree of favourableness in attitude towards the professional experience played a great role in the development of favourable professional attitudes. Qualification wise there was an increase in the favourable attitude towards the profession with the increase in qualification and trained teachers were found to have more favourable attitude towards teaching than the untrained teachers.

Samantaray (1971) found superior efficiency in teaching goes with favourable attitude and vice versa. Bhandarkar (1980) found that attitudes towards teaching profession were not significantly related to the qualifications of the teachers. There was a significant and positive relationship between the age of teachers and their attitude towards the teaching profession and the trained teachers mean attitude score was significantly higher than the mean attitude score of the untrained teachers.

Chander (1976) attempted to investigate the relationship between the attainments in a training course with the teaching efficiency in the classroom and attitude as a teacher Dutt (1983) observed significant correlation between teacher attitude components and teacher adjustment components. Gopi (1981) found no relationship between academic achievement and attitude towards teaching among the teacher trainees.

Goyal (1980) observed that attitude, job satisfaction and occupational adjustment among teacher educators were associated with one another. Jaleel and Pillai (1979) found
that the age and experience of college teachers appear to have definite positive relationship with their attitude toward their teaching profession. Raina (1981) observed no significant differences in attitude to teaching between the inservice teachers and the in-service art teachers and in service commerce teachers. Saraswathi (1976) found that most of the high school teachers did not possess positive attitude towards their professional training.

Sood (1974) found that the attitude of teachers and students differed significantly. Arora (1978) in a study of characteristics of effective and ineffective teachers found that effective teachers had significantly more favourable attitude than ineffective teachers towards teaching profession.

Singh (1974) found no difference in attitude due to age, education and training of teachers and further found that female teachers had favourable attitude towards teaching as a profession. Naidu (1974) found that all teachers had favourable attitude towards teaching but the females had a more favourable attitude.

Wera Chaisrisook (1982) conducted a study to compare the attitudinal differences between different teachers. Rao (1986) found that improper social adjustment hindered an effective and favourable attitude towards the teaching profession, teachers, classroom teaching, the educational process and pupils, no significant difference was observed in attitude towards classroom teaching. Saran (1975) found that adjustment and attitudes were not directly related to each other; attitude towards teaching profession was not positively related to experience and age. Soni (1984) studied teachers personality patterns and their attitudes towards teaching and related areas. Garg (1983) studied teaching attitude and teaching behaviour of highly satisfied and dissatisfied teachers of secondary level.

Donkanchael and others (1985) conducted an interview of teacher’s attitude toward teacher evaluation practices. Linda Tusin (1991) studies the relationship of academic and social self concepts with a women’s choice of teaching as a career Laree (1971) did a review of research on attitude measurement and attitude related to teacher effectiveness.

Verma and Mishra (2003) in their study of main and interaction effective of teaching aptitude and self-esteem found that the F-ratios for interaction effect of teaching
aptitude and self-esteem came out to be significant. There were no significant differences in orientation as a function of interaction of teaching aptitude and self-esteem.

Non-significant effect of teaching aptitude of prospective teachers on their motivational orientations does not get empirical support due to lack of explorations in the concerned areas. Only one study conducted by Witkin et al. (1997) revealed that cognitive style had a low correlation with conventional test of aptitude. Further, significant effect of self-esteem on vacation orientation of secondary prospective teachers seems to be logical.

High-self esteemed groups may be expected to show more inclination towards vocational motive for study than their counterparts no study is available to support or contradict the findings of main effect of self-esteem on motivational orientations under reference. So is the case of non-significant interaction between teaching aptitude and self-esteem with regard to motivational orientations of prospective secondary teachers.

Findings also suggest the researchers to investigate the main and interaction effects of teaching aptitude and self esteem and motivational orientations of secondary teachers.

Thahira Khatoon (2000) conducted a study on job satisfaction of Secondary School Teachers in relation to their personal variables: sex, experience, professional training, salary and religion.

1. Found a general positive trend of job satisfaction among secondary school teachers irrespective of their qualifications, community, religion, sex but they differ in the degree of satisfaction.
2. Analysis on the basis of sex shows that 70.41% male teachers feel satisfied as compared to 86.44% of female teachers.
3. In the present study it is found that perceptible and significant difference exists in job satisfaction between groups of teachers differing in their teaching experience, dissatisfaction grows along with experience.
4. This is supported by Beamer and Ledbetter (1957) and Khatoon, Verma (1982) who found that in the secondary schools, freshers are more inclined towards their job. These results are not surprising. It is generally seem that in the beginning years of service the teacher was full of idealism, enthusiasm, vigour and devotion and put his
heart and soul into the work to the maximum, for the growth of his pupil but gradually it is on decline when he feels that teaching has little opening and promotional avenues are not according to their experience and idealism has no place in the society. Further, social and family environments compel him to face the truth of life. In the long run ambitions are not fulfilled and start playing havoc on the attitude of the teachers towards their profession. However, Chen (1977), Sullivan (1981) and Sinatra (1982) reported otherwise. On the other hand, Gupta (1983), Siddiqui (1999) and Khan (2000) found that experience does not affect the teacher satisfaction in their job.

It is found that teachers drawing less salary are more satisfied than those drawing higher salaries. Khatoon (1978) also found that untrained teachers with low salaries have a more favourable attitude than trained teachers with higher salaries.

Khatoon found that there is no way to reward the efficient and hard working teachers in the schools. The teachers salary is therefore has consequential effect of number of years that he puts into the service.

As a result teachers drawing more salaries (more experience) are less satisfied with their jobs than their younger colleagues (freshers) who are drawing less salaries. Therefore, job satisfaction and salary are negatively correlated with that of experience.

It is found that, untrained teachers were more satisfied in their job than trained teachers (with B.Ed). It is a surprising fact and is very difficult to understand the logic behind it. The important element of teacher’s training is to develop his social and communicative skills and to motivate him to put his heart and soul into his work. Perhaps this trend of result is also the consequence of the number of years that a teacher puts into the service and ambition working together hand in gloves. It is found that, religion does not influence the level of satisfaction of secondary school teachers in their profession.

Michael P. Brady, Ronal D. Taylor, Richard Hamilton (1989) in their study of differential measures of teachers’ questioning in main streamed classes, individual and classwise. Patterns, the results demonstrated: (1) Marginal correspondence between micro and macro levels of questioning behaviours. (2) Patterns of relation in questioning which were affected by both question type and student type.
Luo, Jiali (2000) in the study of graduate teaching assistants' perception of their instructional roles and classroom management, generated seven major findings.

1. Graduate Teaching Assistants (GTAs) to the nature of courses, course materials and students needs.

2. GTAs experienced problems in their classroom instruction, such as lack of commitment and disagreement on the part of students.

3. When handling classroom problems U.S. GTAs focused more on communication skills, whereas international GTAs emphasized prevention and understanding students.

4. US GTAs tended to enhance classroom communication by the proficient use of the language and the creation of an interactive classroom via group work and role playing. In contrast international GTAs were likely to use handouts visual aids, computer solutions and print-outs.

5. GTAs relied on their supervisors for guidance in course coverage, potential problems and institutional expectations.

Panda (2001) conducted a study on “Attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa” found that

1. A majority of college teachers of Assam and Orissa have highly favourable or unfavourable attitude towards teaching profession.

2. A significant percentage of college teachers of Assam and Orissa and high or moderate degree of job satisfaction. But more than 40% female experienced, urban and rural college teachers of Assam and male experienced and aided college teachers of Orissa have shown dissatisfaction in their job.

3. College teachers of Assam and Orissa do not differ significantly in their attitude towards teaching profession irrespective of their sex, experience, location and status.

4. There is a significant and positive relationship between attitude towards teaching profession and job satisfaction.

Swatantra Devi (2002) in her study on the need for change of curriculum in English Language Teacher Education whenever any reform in education is anticipated, teacher preparation become important as it is also realized in policy document. No society can raise above the level of its teachers. So, visualizing the role of a teacher in the
development of human resources, in our country is essential. Besides, over the year the
dearth is trained teachers in the yield of English as a second language teaching has also
been felt. Complete over hauling of teacher education is considered necessary to achieve
the objective of education. The programmes of Action document on the National policy
on Education (1986) stated that the teacher education curriculum remain un revised for
years reading lists out of date and practice adopted by teacher educators in direct
contradiction to ones being prescribed to prospective teachers. Such types of criticism are
applicable to the curriculum for English language teacher Education. Curriculum of
methodology of teaching English is under constant criticism. The changes in the school
and school system occur earlier and the teacher education follows them later. So, there is
an educational lag between the two. For instance, Telegraphic language filling up forms
etc., have been prescribed in secondary level. But these are not included in the
methodology of teaching English at B.Ed. Level.

The curriculum of all universities are no par with the state Board syllabus only. But B.Ed. is the eligibility criteria for entering into the schools that follow matriculation, CBSE and other syllabus. Though there are many problems in the curriculum of English language teaching for B.Ed. students, the authors try to highlight two important problems such as
1. The eligibility criteria of English teachers.
2. The content in the methodology of teaching English.

Patrick Manu (2003) in his article on “what makes a teacher a professional”
opined that many say that teaching profession is an easy one, where no particular
expertise is required. Even though this may be the belief of many, it is just an assumption
and an illusion. Everyone can be a teacher, but not all teachers are professionals. The
teaching profession has its own ethics and norms, which must be upheld.

For a teacher to be considered as a professional he must commit himself to some
basic norms of the profession. The status of a teacher in the society is quite low, Patric
Manu continues, because of the way teachers who call themselves as professionals,
behave, bringing to stannic the quality and mobility of the profession.

Patrick Manu (2003) in his study on a model classroom: How to create it?!, opined
that a model classroom goes a long way to improve the school climate. For a society to be
a model, families should be models. Classrooms are to be models. This is an idea which cannot be overlooked.

A model classroom is not created overnight. It involves the enthusiasm, patience, hard work and determination of the concerned teacher.

The enthusiasm of the teacher to create a model classroom naturally affects that students and of-course the school administration. As it has been outlined the teachers concentration showed first to be on the nature of the students. How does the teacher consider the needs of each student? Does he try to fulfill the needs of each child? Does he consider the worth of each child knowing and considering the fact that each child is a part of God’s creation?

The answers to these questions will determine whether the teachers action is positive / negative in creating classroom. A model classroom also takes into account the nature of the teacher himself. Talking about the nature of the teacher, the following questions can be formulated. Does the teacher respect himself? What is the relationship with students? What discipline methods does he use? Is he democratic, permissive or autocratic as a leader? What teaching methods does he use in the classroom? How does he organize his classroom? These are the important questions for the teacher to answer.

Peter Kutnick et al. (2005) studied the teachers’ understandings of the relationship between and within class (pupil) grouping and learning in secondary schools are:

1. This exploratory, interview-based study was to ascertain how and why secondary school teachers across a range of curriculum areas grouped their pupils for learning within their classrooms.

2. The ability to undertake in-depth interview with teachers provides a range of insight regarding the use of grouping in secondary school classroom.

3. Analysis of interviews with teachers in three core curriculum areas identified preferred sizes of groupings, placement of types of grouping within less phase and learning purpose and containing factors in the choice and use of group working. Teachers referred to a range of grouping sizes. Interviews mentioned whole-class groupings a range of “small” groupings a range of small” groupings that included sizes from two to seven pupils and individuals. The predominant grouping sizes were whole class, small group individuals there was little reference to pairs or triads.
This was a small-scale interview based study. As such results can only provide indicative insights about teachers, thinking and concerns with regard to within class pupil groupings. These studies add greater social pedagogic insight into the relationship between grouping and learning in an authentic classroom the instructional nature of control and question whether the current findings (regarding grouping) are the result of institutionalized teacher behaviour and training within national curriculum dominated classrooms.

2.4 IMPLICATIONS OF PREVIOUS RESEARCH FOR THE PRESENT STUDY

A number of research studies related to the present investigation have been reviewed in the preceding sections of this chapter. Based on the review, a few implications have been drawn for undertaking the present study. These implications are furnished below.

- Much of the research into classroom teaching has been ‘survey type’ taking various factors into consideration. In order to arrive at a conclusion about an effective classroom teaching, several researchers had studied a good number of factors that influence teaching-learning process. Several dimensions of classroom, teachers, students have been investigated. Poor teachers, good teachers, criteria of good teachers, teacher observable acts and pupil outcome, qualities of a good teacher have been studied. There are also studies on teachers’ performance and school environment.

- Teachers’ work motivation and their skills, teachers’ work motivation and organisational climate, his commitment to the profession. Teachers pedagogical knowledge, and his knowledge about students’ motivation. This revealed that the teacher’s knowledge of student motivation to study positively influence high-school students’ achievement. The impact of teaching styles on student styles in relation to their academic outcome. There are also a few studies on student achievement and parental background. All these studies concentrated on several strategies to assess teacher-classroom practices, abilities and student outcome with reference to achievement motivation, while the findings of various studies limited to teacher performance and student achievement but with regard to teachers’ motivational abilities the studies have not been conclusive; they indicate that all the strategies
should be brought into play to project the current picture of the motivational abilities of teachers in its totality.

- There are a series of studies on teaching competencies of teachers in the context of presage, process and product variables. Various components of teaching competence have been looked into. There are also studies on teaching competence of language teachers of several parts of the state. There are also studies to identify factors of teaching competency, general teaching competency, teacher classroom questioning behaviour, teacher efficacy, much research on teaching has been devoted to identify the behaviour of effective teachers with the intention of using findings to increase teacher effectiveness, there are also some empirical studies to describe thought processes and decision making of effective teachers. There are also studies on teacher success, teacher effectiveness various strategies. These studies have considered teacher effectiveness, competence with reference to general classroom situation but only a little number of studies have concentrated on teacher competence and various strategies with special reference to English Language classes of secondary schools which is the main area of investigation in the present study.

- There are only a little/limited number of studies on teacher aptitude to compare the effects of integration training through summative pattern with those of the traditional practice program. These studies mainly concentrated on teacher’s performance and the components of integrated skills. But, a limited number of studies have concentrated on teacher aptitude for the profession and various components that are involved in. So, the present study has concentrated on secondary school teacher aptitude for profession and various components involved in it and influence of these components on his English Language Teaching Ability.

- There are also studies on self-concept teacher planning strategies, classroom management, teacher clarity attitudinal changes, questioning techniques, teacher effectiveness and self-concept, studies also are available on teaching correlates studies on self-concept and achievement motivation, stability and self-concept, teacher adoption to needs of students, etc.
However, there is hardly any study in which correlation of teacher motivation, teacher competence and teacher aptitude have been studied with respect to their English Language Teaching Ability, which is the main area of concentration in the present study.