CHAPTER – II

Review of Related Literature
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2.1. INTRODUCTION

Research can never be undertaken in isolation of the works already done on the problems, which are directly or indirectly related to a study proposed by a researcher. A careful perusal of the research journals, books, dissertations, theses and other sources of information for relevant studies is one of the important steps in the planning of any research study. Review of related literature, besides, allowing the researcher to acquaint himself with current knowledge in the field he is going to conduct his research, enables the researcher to define the limits of his field. By reviewing the related literature, the researcher can avoid unfruitful problem areas and unintentional duplication of well-established findings. A summary of the writings of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested (John W. Best and James V. Kahn, 1992, P. 38). Hence, effective research is based upon the past knowledge.

2.2. STUDIES REVIEWED

Related literature is like a corner stone of a building on which the building is erected. Hence the investigator has gone through certain books, journals and research abstracts to get ideas with regard to his topic. The investigator has gone through certain international studies and some relevant studies of India. He has categorized them in two major categories as studies in Indian context and studies abroad. The studies thus collected have been presented in detailed as well as in capsule forms along with a set of relevant studies in abstract form.

2.2.1. Studies in Abstract Form

Christensen, Torkil (1989) found out from his study “Survey of Student Perceptions of Changes between English Teaching in High School and in College in Large Classrooms in Japan” that students are primarily concerned with obtaining useful English skills. They do not feel that such English skills are obtained in high school but that college English provides more of the kind of English they wish to study.
Tang, Thomas, Li, Ping and Chamberlain, Mitchell (1993) have brought out that administrators' attitudes concerning teaching and research were different from those of faculty members; specifically, while administrators tended to have a strong emphasis that both research and teaching are important, faculty members felt they need to have particular strength in one or the other. Because of this difference in attitudes, administrators' decisions could run contrary to those of faculty regarding such matters as faculty members' tenure and promotion.

The study, "Teachers' Perceptions of Acquiring Understanding of and Competency in Selected Teaching Skills" conducted by Harthern, Alvis, T. and Rolle, George, E. (1991) revealed how teachers organise for instruction, use instructional strategies, evaluate instruction, and encourage students' personal growth. They perceived pre-service study as more important than graduate programme in gaining basic understanding of 15 of the 18 selected teaching skills and competency as being developed primarily on the job.

Awanbor, D. (1991) concluded in his study "Teachers and Their Gifted Children in the Classroom: A Perceptual Analysis" that the demographic variables sex, educational level, and age did not have any significant differential effects on the perceptions of the subjects.

According to Kleinsasser, Robert, C. (1993) in his study "Changing Teachers' Task Perceptions as a Vehicle for Improving FL Instruction" teachers' beliefs play a critical role in improving second-language instruction. Uncovering and codifying these systems of belief can contribute to the understanding of how to refine and improve teaching and learning in school environments.

Results brought out by Bennet, Randy, Elliot and Others (1993) from their study "Influence of Behaviour Perceptions and Gender on Teachers' Judgements of Students' Academic Skill" show that teacher perceptions are a significant part of their scholastic judgements.

The study of Ellsworth, Nancy, J. (1993) indicated that most trainees in graduate teacher education courses had experienced little variety in instructional practices and that they tended to value those approaches most frequently used.
Rojewski, Jay, W. and Pollard, Richard, R. (1993) exposed that perceptions were affected by education; participation in undergraduate, graduate and in-service training on special needs students; and academic discipline taught.

Hoffman, Alan, J. and others (1991) have concluded that teachers generally agree with reformers and differ over educational purpose, as does the reform literature. They have also reported that there were some efforts among teachers to synthesize disparate views.

Knight, Stephanie, L. (1992) examined the relationship between elementary students’ perceptions of instructional behaviours and use of cognitive strategy during reading comprehension. Students read, and then answered questions about strategy use and teacher behaviours. Teacher behaviours created conditions that influenced strategy use; student interpretations of certain combinations of teacher behaviours influenced their strategy use.

Davidson, Tom and McNinch, George, H. (1992) surveyed middle school teachers’ perceptions of what is considered to be important in the reading program at their schools. They found that teachers perceive the skills mastery strategies receive greater emphasis where practices having to do with processes of becoming a reader receive significantly less emphasis.

The study of Epstein, Michael, H. and Others (1993) found that both groups with disabilities experienced more problems than the typical children, and the group with behavioural disorders had the most pronounced difficulties.

Pape, Sharon, L. (1993) conducted a case study of student teachers in a rural high school indicated that curriculum decisions of student teachers are influenced by supervision practices of the cooperating teacher; both the student teachers’ and the cooperating teachers’ perceptions of the student teacher’s role; cautions from methods instructors; and existing curriculum and texts.

Vaughn, Sharon and Others (1993) reported two studies of students’ perceptions of hypothetical teachers’ adaptations to individual needs. They found that the Students’ Perception of Teachers (SPT) scale was appropriate for use with elementary students, but
procedures for administration should be altered for elementary students. Also found that high achieving students preferred teachers who adapted the SPT to meet individual students' needs more than low achievers.

The paper "Teachers' Perception of Gifted Students" presented by Copenhaver, Ron, W. and McIntyre D. John (1992) concluded that teachers of the gifted need more grade specific course work and involvement with gifted students.

Meloy, Judith, M. (1992) in her study examined the expectations of cooperating teachers regarding non-traditional student teachers. Surveys of 35 cooperating teachers from 9 schools indicated that nearly half of the cooperating teachers believed that age and gender made a difference in how they regarded their student teachers.

Results obtained from the study of Weaver, Laurie, R. and Padron, Yolanda, N. (1994) indicated that the teachers perceived the process oriented strategies as most important for teaching Limited English Proficient students, in contrast to earlier studies that suggest process oriented writing strategies are little used in the English as a second language classroom. In addition, years of teaching experience had little effect on preference for process oriented vs. product oriented strategies.

The study "Field Relations and the Problem of Authenticity in Researching Participants' Perceptions of Teaching and Learning in Classrooms" done by Cooper, Paul, W. (1993) describes qualitative procedures being used in research studies of teachers' and students' perceptions of effective teaching and learning.

Joseph, Pamela, B. and Efron, Sara (1993) discovered from their study "Moral Choices / Moral Conflicts: Teachers' Self-Perceptions" that although reluctant to teach values directly, teachers feel a commitment to share their personal ethics.

The study entitled "Student Teaching Triads: Perceptions of Participant Roles" was conducted by Bain, Catherine (1991) to determine and examine the understandings and misunderstandings of members of student teaching triads composed of student teachers, cooperating teachers, and university supervisors. These understandings relate to what is perceived to be important in the student teaching experience, and who should be most responsible for each of these areas of import. The purpose of the study was to discover how each individual perceived his or her role and where areas of agreement or
disagreement exist. The findings suggest that the student teaching experience is influenced by perception of each number of the teaching triad towards each other as they relate to role expectations.

The study of Gormley, Kathleen, A. and Others (1991) has shown that student teachers who (1) continued to view the future teachers as capable teachers, especially when teaching whole classes and large groups; (2) exhibited less confidence when using nontraditional approaches to teaching, particularly cooperative learning, individualized instruction, and integrated approaches to reading and writing; and (3) valued methods coursework and practicum experiences as the greatest contributors to an understanding of how to teach; began to perceive the relevancy of general education to successful teaching.

Results obtained from the study of McDermott, Peter, C. and Others (1991) reveal that teacher candidates with extensive practicums experience begin teaching with confidence and grow in confidence as a result of student teaching; methods and courses being valued equally with practicums; and general education and introductory education courses were rated as having the least impact on learning to become teachers.

Martin, Kimberly, J. and Smith, Lyle, R. (1990) concluded that students perceived middle-aged teachers and female teachers as more effective in the classroom; there was no significant main effect on students' perception due to the age of the teacher in the areas of motivation, rated higher than young-aged and old-aged pictures in the areas of organisation and imagination; there were no significant main effects due to the gender of teachers in the areas of classroom management, motivation, communication, sensitivity, imagination, and competence; females were rated higher than males in the area of organisation; and no significant interaction between the age and gender of the teacher in areas of motivation, communication, sensitivity, imagination and competence was revealed.

Phillips, Pamela, A. and Smith, Lyle, R. (1992) indicated that students' perceptions of teacher attributes are affected by teacher attire. In addition, different modes of dress tend to elicit certain perceptions while simultaneously decreasing the probability of other perceptions. Casual clothing was perceived by students to convey teacher friendliness, fairness, and interestingness. Moderate attire conveyed teacher
friendliness, organisation, interestingness, understanding and discipline. Conservative
dress elicited perceptions of teacher organisation, knowledge and disciplinary skills.
Although differences in perceptions were evidenced at varying grade levels, no pattern of
differing perceptions due to student gender emerged.

Yoder, John, H. (1992) concluded in his study “In Search of Good Teaching:
Perceptions of Teachers in Botswana” that knowledge of subject and an ability to present
good lessons are at the heart of good teaching; however, the absence of appropriate
personality or relationship skills precludes the perception of instructional competence.

Results brought out by Garmon, M. Arthur (1993) in his study “Pre-service
Teachers’ Perceptions of the First Year of a Teacher Preparation Program” reveal that
the student teachers perceived the training programme as most unsatisfactory due to the
heavily theoretical nature of their courses, inadequate opportunities for spending time in
classrooms, insufficient instruction in classroom management, and some instances of
poor quality instruction.

Gorham, Janene, K. (1987) concluded in his study “Sixth Grade Students’
Perceptions of Good Teachers” that three distinct themes regarding the efficacy of
teachers emerged from students’ comments: (1) instruction; (2) personality; and (3)
classroom management. The comments indicate that students are actively assessing
teachers according to independently derived discrete and consistent criteria.

Betancourt, Smith, Maria (1992) revealed the following teacher perceptions:
(1) mainstreaming is not working as it should; (2) few accommodative strategies for
learning disabled students are being used; (3) little or no training is offered for teaching
handicapped students of any sort; (4) constraints imposed by school districts keep
teachers from using accommodative strategies; and (5) administrators, operating under
constraints imposed by governmental agencies, while complying with the law, are not
allocating the resources that would provide the training, supervision, materials, and / or
personnel that would help train teachers to use accommodative strategies.

The major outcome of the study of Brodney, Sandra, Buntrock and others (1993)
is the presence of a significant interaction effect for both the groups pre-service and in-
service teachers and age variables. While age did not appear to have as strong an
influence on the perceptions of pre-service and in-service teachers, it seemed to influence the perceptions of administrators and professors. Five variables (foster positive self-esteem in students, possess self-confidence, present subject matter in an interesting way, teach students to think for themselves, and show enthusiasm when teaching) were found to be significantly related to the perception of interaction.

The findings of the study conducted by Shaw, Edward, L. Jr. and Others (1994) indicated that the vast majority of elementary school teachers believe that teaching science is important or very important in the curriculum. They also perceive that their principals view science as important or very important in the curriculum. This is consistent with the principals' own perception of science, indicating that good communication exists between administrators and their faculty concerning science education. Middle school teachers view science more highly than their elementary counterparts, while their perceptions of the principals' enthusiasm for science is somewhat lower. The middle school principals viewed that enthusiasm for science as very important.

Schaller, Kristi, A. and DeWine, Sue (1993) indicated that teachers who were perceived as competent and immediate positively influenced their students' affective learning; teachers who were perceived as competent and immediate had a negative impact on cognitive student learning; and student perceptions of teacher communication competence and teacher immediacy made significant contributions to the prediction of teacher efficacy. An unanticipated finding was that perceived teacher communication competence and teacher immediacy significantly predicted cognitive student learning, but in a negative direction.

Students, teachers and student teachers are the living triad in the teaching learning process. Successful teaching is possible only when these three go hand in hand. Therefore the investigator reviewed studies related to the perception of students, perception of teachers and perception of student teachers regarding the varied components of teaching learning process.
Perception of Students

Students are tomorrow's nation builders. Learner is the core of any fruitful learning. Students are the real judges of their teachers. Valid information can be attained from the students. On that basis, the investigator probed into various studies related to students' perception about their masters' teaching techniques and instructional materials. The studies were found to be useful in getting valuable information regarding how the students perceive their educational setup. Students generally view teachers as more likely than classmates to facilitate learning (Newman, Richard, S., 1993). Command over the language is a basic need of a good teacher. A teacher should be a better speaker. He should possess good skills of communication. Haleta, Laurie, L. (1996) through her research study has shown that teachers using powerful language forms were rated consistently higher than those who used powerless forms. Teaching is successful only when the teacher adopts and adapts the instructional methods properly. The study of Hagborg, Winston, J. (1994) has shown that students tended to rate teachers who follow methods rigidly as more limited and more dependent than did teachers, who see their methods as broader and requiring more student participation. Learning is not an easy task. How inspiring a teacher may be and what a successful method he adopts, without enhancing the reception of the students one cannot aim at fruitful learning. Motivation plays an important role here. Motivation is perceived as a student-owned state and lack of motivation as a teacher-owned problem (Gorham, Joan, Christopher, Diane, M., 1992). Teacher behaviour also sometimes stands in the way of successful learning. Students perceived differences in the teachers' student directed behaviours as a function of the students achievement level and race. Students felt teachers acted negatively toward low achievers and positively toward average achievers (Witty, Janeen, P., De Baryshe, Barbara, D., 1994). In a world of scientific advancements, no one can force anybody to learn. Students want to learn only in a congenial atmosphere. Joyful learning is considered to be successful in the field of education today by educational experts. The study of Crowley, E. Paula (1993) shows that students perceived teachers' rigidity and use of discipline as unhelpful. Not only that the results of Zahn, Donald, K. (1992) indicate that students rank tenure-track teachers and skill course teachers significantly higher. The study of Caravens, Tomas, F. (1996) gives a vivid picture of students' perception of the characteristics of teaching excellence. The result of the study states that the top five ranked characters were the following: (1) use of relevant
examples, (2) clear emphasis on facts, (3) use of visual aids, (4) use of humour and (5) project enthusiasm. No effective teaching is possible without appropriate teaching aids. This is perhaps more true in teaching a second language. The study of Baker, R.A. and Hansford, B. (1990) reveals that the interactive video classes are fairly useful to form accurate perception of the subject they learn.

Effective learning can be aided at only by constant practice and reinforcement. According to Ramey, Cynthia and Anne (1992) while some students experienced problems with teaching, most preferred to be taught by a team than one teacher, for two overriding reasons; because it gave them more opportunity to interact with others and because it reduced boredom. The findings of Dudley, Sid and Shawer, Donald, L. (1991) reveal that grades were higher and student evaluations of teacher effectiveness were greater in classes with daily homework assignments. Thus perceiving the importance of homework is estimated.

From the above studies, the investigator feels that effective learning is possible when a teacher equips himself with accurate perception regarding the needs of the students, suitable instructional methods and materials and chances to enforce through exercises and homework assignments.

**Teachers' Perception**

Teachers are the man-makers. They make the leaders of future day. Teachers shape and mould the character of human folk. Of all the factors in school system, the teachers occupy the most important position. Therefore, the investigator has reviewed the related studies regarding the teachers' perception in four different dimensions – teachers' perception about themselves and their career, their perception regarding their students, perception of teachers about their administrators and finally their perception about the instructional materials. According to Knight, Sharon, M. (1992) teachers were willing to help but desired training. They always have positive feelings about their teaching position (Kochmann, Beverly, J., 1995). They perceived that communication support, workload, working condition and resources were consistent in their schools. They felt that they were part of the school in which they work (Kershaw, C., 1994). Moreover the same study concludes that respondents (teachers) have attitudinal
receptiveness to improve the organisation in which they work. The above studies are quite evident of the positive perception of teachers with regard to the teaching career.

Students are the targets of the teachers. Teachers perceive boys, to be more prominent in cognitive abilities than girls (Shepardson, 1992). The study of Belcher and Christopher, D. (1995) explores that teachers who participated in conferences were more critical and more aware of the needs of the learners. According to Debord, Karen, B. (1991) both older and younger children more readily learn sharing, new skills and new roles. Older children learn patience, nurturing, family roles and leadership; younger children more rapidly learn sharing, new skills and language. Thus the above studies reveal that teachers perceive their students as positive receptors and highly intellectual.

Teachers are found to execute their duties in a desired manner, and make the teaching effective only when they have a cordial relationship with their administrators. The study of Edward, W. (1994) reveals that teachers perceive their principals as being most proficient in communication, school law, and leadership. Elementary teachers ranked their principals’ skills and knowledge highly. Honesty was perceived to be the most desirable and necessary characteristics for managers and principals. Other highly rated characteristics included forward looking, inspiring, caring and competence (Richardson, Michael, D., 1992).

Teachers’ perception on instructional materials also seems to be worth studying. The findings of Hayer, Charles, B. (1991) make it clear that teachers did not feel free to develop curricula because of their initial lack of training, skills and experience but now their attitudes are becoming more positive. Goal stresses manifested to teachers’ instructional practices are strongly related to teachers’ pedagogical beliefs and to the achievement goals they hold for students and teachers’ perceptions of their schools’ dominant values, beliefs and goals influence their behaviour (Buch, Rachel, 1992).

The study of Lambert, Judy, C. (1994) reveals that children like multiculture books more than the regional ones. The same books do not appeal the same to both boys and girls. Moreover teachers place greater value on the use of variety of materials for learning (Schlak L. Ena, 1994) and most of them were positive about television teaching (Billings, Diane, 1994). Teachers perceived computer as not only a powerful motivating
and reinforcing tool, but also as a generally useful tool for themselves and their students (Moore, Prisca, R. 1994).

A good teacher is required to be a good examiner. A good deal of time and attention should be devoted to assess the progress made by the students. But the study of Urdan, Timothy, C. (1994) indicates that teachers felt negatively about the tests. Teachers generally perceive that student evaluation data are helpful in planning individualized education programs. Further they opt for evaluation instruments and procedures based on the ease of administration and scoring (Hazelkorn, Michael, N., 1993).

Student Teacher’s Perception

Qualitative improvement in education is possible by preparing better teachers through training institutions. Todays’ student teachers are tomorrow’s experts and educationists. That is why the investigator has studied some of the valid studies related to the perceptions of student teachers. According to Kilien, Roy (1994) student teachers saw themselves predominantly as being responsible for the successful events. Student teachers seemed reluctant to accept blame for unsuccessful events. Moreover the study of Lang, Catherine (1994) revealed that the respondents (student-teachers) perceived were well prepared in setting up classroom reading, language programs with a good understanding of the assessment techniques. Apart from these, student teachers are very clear about their needs. They needed a stronger knowledge base and a more deliberative stance toward curriculum development (Young, Jean, Helen, 1992). The perception of the in-service teachers regarding art is also worth studying. They favoured those aspects that enabled them to present music as a supplement to other areas of study or as recreational or transitional activities (Saunders T. Clark, 1991). Effective use of technology promotes fruitful learning. Technology affects classroom styles and learning process. The study of Bosch, Karen, A. (1993) indicates that pre-service teachers are willing to use computers, but received no support in the field of experience. Beginning teachers should be able to demonstrate skills in media and technology and that emphasis should be placed on computer literacy and the ability to operate and use computer software programs in the classroom (Badell, Jacqueline, 1994). It is only with the cooperation and guidance of the senior teachers, student teacher can come out with flying colours as efficient teachers. The study of Vavnis, Michael reveals that student teachers
were found to lean towards using approaches considered most practical by their cooperating teachers.

Thus the studies on the perception of students, teachers and student teachers over a variety of topics related to learning and teaching, give a new insight to the investigator and instilled confidence in his research work.

2.2.2. Studies in Indian Context

Study – 1

Investigator : Kushwaha, P.L. (1979)

Title : An investigation into the Attitudes and Role Perceptions of Secondary Teachers.

Objectives

i) To measure the attitudes of the secondary school teachers towards children and schoolwork.

ii) To collect personal data regarding their academic qualification, sex, teaching experience and subject taught.

iii) To construct questionnaire for determining their role perceptions and

iv) To find out the relationship between their attitudes and five types of role perceptions.

Methodology

The sample consulted of too trained graduate/postgraduate teachers (398 male and 202 female) of Ajmeer, Jaipur and Tonk districts of Rajasthan. The tools used were, quality point of Teachers, Teaching Experience, Minnesota Teacher Attitude Inventory and Role Perception Inventory. Frequency Polygons, Ogives coefficient of correlation and ‘t’ test were used.

Findings

i) There was no relationship between teaching experience and motivation role.

ii) There was no discrimination between teachers with high or low experience in their perception of the counselor role.
iii) The high, medium and low experience group of teachers did not mutually differ from one another in their perception of any of the five types of roles.

iv) The length of teaching experience was not a factor influencing the teacher’s role perception.

v) The male teachers were better than the female teachers on advisor and disciplinarian roles. The female teachers were better than the male teachers on the motivator and counselor role.

Study – 2

Investigator : Pareek R.C. (1985)

Title : A study of Secondary School Teacher’s Perception of their own Roles and Students’ Perceptions of their Teacher’s Classroom behaviour.

Objectives

i) To identify the expected and perceived roles of secondary school teachers.

ii) To identify their classroom behaviour as perceived by their students and

iii) To find out the differences among the expected roles and the actual roles of teachers on the basis of age group, sex, teaching field and teaching experience.

Methodology

Teachers and students of government higher secondary schools of the three major cities of Rajasthan constitute the sample. Teacher made tests were used.

Findings

i) Intelligence was an important factor in determining social values.

ii) The percentage of rural students holding religious values was very high.

iii) The students belonging to lower, middle and higher socio-economic groups did not differ significantly in their as well as religious values.

iv) A significant difference was found in their aesthetic, economic, political and moral values.

v) Boys reflected better social, economical and religious values than girls where as girls did better in aesthetic values than boys.

vi) The students belonging to ever age intelligence were more religious than those belonging to superior intelligence.
Study – 3

Investigator : Mehta, Paras Mal (1992)

Title : Teacher Morale as a Determinant of Teacher Perception of Supervisory Behaviour.

Objectives

To explore the relationship between teacher’s morale and their perceptions of supervisory behaviour and examine those behavioural characteristics of supervisors as perceived by high-morale teacher, which received the highest, and the lowest scores.

Methodology

The initial sample comprised 25 teachers selected randomly from two elementary and two high school each in New York city out of 63 who returned the questionnaires 15 teachers having the highest and 15 teachers having the lowest level or morale were finally selected for investigation. A five point rating scale was developed to measure teacher morale. The mean, SD, ‘t’ tests and Chi-square were used in analyzing the data.

Findings

i) The teachers with high and low morale differed significantly in their perceptions of supervisory behaviour.

ii) They also differed on the initiating structure and consideration dimensions.

iii) A majority of high morale teachers perceived that their supervisors did not make changes, did not let the group members know what was expected of them and were not easily understandable.

iv) The low morale teachers held more favourable perceptions of their supervisors behaviour than the high morale teachers.

Study – 4

Investigator : Satsangee, Nandita (1993)

Title : Preparation of an English Proficiency Course for Student Teachers of English as a Second Language (ESL) in the Agra Region.
Objectives

i) To identify the linguistic needs of a competent High School teacher of English.
ii) To survey the existing standards of language proficiency of prospective high school teacher (B.Ed.) of English in the Agra Region; and
iii) To prepare an English language proficiency course for prospective high school teachers of English.

Methodology

The study was conducted in three phases. The sample for phases I involving needs analysis consisted of 200 pupil-teachers, 50 high school teachers, 20 high school principals, 10 teacher educators of English and 15 experts in ELT and linguistics from India and abroad. For phase II addressing the language proficiency status used a sample of 156 pupil-teachers for administering tests, 66 pupil-teachers for observation and 10 teacher-educators for consultation. The students were drawn from 7 institutes located in 4 districts of Agra region. The data was collected in two phases. The data was analysed using mean and weighted mean.

Findings

i) Language needs of high school teachers were identified in a hierarchy of importance. The most important needs included grammar, four basic language skills, the functional use of English for performing instructional, social and organisational functions in the classroom, etc.
ii) History of English language and literature and ESP (English for Special Purposes) were not considered important.
iii) The language proficiency status of high school region was found to be ordinary in most of the language skills tested.

Conclusion

Language proficiency of prospective teachers of English was not adequate in relation to their professional needs.
Study – 5

Investigator : Singh, Ajit and Kumar Anil (1996)

Title : Perception of Teachers working in Primary Schools in Rural and Urban Districts of Kerala

Objectives

i) To study the reasons for choosing teacher as a career.

ii) To study teacher’s perception regarding their social, economic and professional status and

iii) To study perception of teachers about their promotional prospects.

Methodology

200 primary teachers from two districts namely, Wayanad and Mallapuram as rural and urban districts of Kerala were drawn as sample. Data was collected with the help of Teacher Schedule” and interview schedule. The collected data was subjected to percentage.

Findings

i) Social status was found to have a direct bearing on the morale of the teachers as most of the teachers reported that inadequate salary and inappropriate service condition were the main reasons for the decline of their social status. None of the teachers from urban areas, however, perceived their social status as declining.

ii) About one-third of the teachers did perceive their economic status low or very low. About 80 percent teachers in both the districts reported that they could meet the needs of their family to some extent only.

iii) About one-fourth of the female teachers of Wayanad district and one-half Female teachers of Mallapuram perceived their professional status either high or very high. About half of the male teacher in Wayanad and half of the male teacher in Wayanad and half of the female teacher in Mallapuram Perceived their social status moderate.

iv) The teachers reported that academic qualification, commitment to welfare of students and experimentation/innovation to improve teaching – learning process were the main factors contributing to their professional status.
Study – 6

Investigator : Saha, Amal Kumar (1999)

Title : Role Perception of Trained Primary School Teachers in Bilasipara.

Objectives

i) To know the attitude of Primary teachers towards their profession
ii) To analyse the teaching method which a primary teacher adopts to teach students.
iii) To analyse the extend of relationship of primary teachers with their students and
iv) To know the motivation capacity of primary teacher towards their students.

Methodology

A sample consisted of 84 teachers (64 males and 20 females) selected randomly from purposely selected 30 primary schools of Bilasipara. Questionnaire, Interview and field Study were employed for data collection. The collected data were analysed using percentages and descriptive statistics.

Findings

i) It is found that the quantity of untrained teachers is less at the primary level in comparison to trained teachers.
ii) The majority of the teachers use black board in the primary schools and they adopt question answer method to teach.
iii) Most of the teachers are of the opinion that there is much difference between trained teachers and untrained teachers at primary level.
iv) Seventy percent of primary teachers considered teaching as an ideal job and they denied to leave their job even if they get any other job of high salary.
v) Forty one percent teachers opined that they are in teaching profession because teacher is most respected person in the society.

2.2.3. Studies in International Context

Study – 1

Investigator : Powers, P.J. and Harris, Larry, B. (1991)

Title : An Analysis of Teacher Readiness at a Comprehensive State College Based on National Perceptions.
Objective

Consistent with education reform, Professional Education Units (PEUs) are engaged in a reexamination of teacher education. This study was conducted by the PEU at Wayne State College (Nebraska) to examine perceptions of readiness for teaching by pre-service teachers, cooperating teachers and public school administrators.

Methodology

74 pre-service teachers in their first education course, 81 teacher education students in their student teaching semester, 21 cooperating teachers, and 36 public school administrators were selected as the sample of the study. For purposes of investigation, a 20 measure instrument was adapted from the National Research about Teacher Education (RATE) survey.

Findings

Results indicated that teacher education programs which were directly supported by a PEU knowledge base had positive reactions to the program from all populations. Data suggested that beginning pre-service teachers’ perceptions were extremely positive and optimistic about teaching, and that student teachers were apprehensive about independently initiating their professional preparation in real school environments. These data were also reinforced by school administrators who had more confidence in the perceived readiness of student teachers than did the student teachers themselves.

Study – 2

Investigator : Walker, Linda (1992)

Title : Perceptions of Pre-service Teacher Efficacy.

Objective

The purpose of this study was to determine if there was a significant difference in the perceptions of student teachers’ efficacy as measured by themselves, their cooperating teachers, and their university supervisors.
Methodology

A self-constructed instrument containing 30 items related to student teacher competencies was used for this evaluative measure. The sample consisted of 24 student teachers, 25 classroom teachers, and 8 university supervisors who completed surveys for the 34 student teachers enrolled during spring semester 1992. Several demographic areas were considered, but the area of interest was type which differentiated between the three groups listed above.

Findings

One-way analysis of variance showed significant differences among the three types for the following items: using a variety of teaching methods, attending to routine tasks, demonstration of warmth and friendliness, evaluation of pupil progress, following school policies, maintaining accurate pupil records and conferencing with parents. This study introduces a longitudinal study employing the instrument to measure perceptions of student teacher efficacy with future groups. Potential uses of the data include program modifications and/or additions as needed for specific competencies.

Study – 3

Investigator : Yoder, John and Others (1993)

Title : Elements of Good Teaching: A Comparison of Education Students’ Perceptions in Botswana, California, Finland and Zimbabwe.

Objective

This study explores differences in perceptions of elementary education students in four countries (Finland, United States, Botswana and Zimbabwe) and the extent to which effective classroom practices and teaching methodologies interact with social norms and expectations.

Methodology

Teachers in training (N = 279) from the four countries completed a two part questionnaire identifying their own most effective and ineffective elementary school teacher and rank ordering 14 teacher characteristics in terms of how important they thought each of these to have been in contributing toward making this teacher seem effective.
Findings

Results indicate broad agreement among respondents with respect to effective and ineffective teacher characteristics; disagreement was reflected in terms of educational traditions and social and cultural contexts, which may lead to different philosophical assumptions about the role and purpose of education and teaching.

Study – 4


Title : Role Perceptions of Early Childhood Teachers.

Objective

This study considers and reports on role perception beliefs held by early childhood pre-service teachers, student teachers, and classroom teachers; identifies important factors in teaching roles; and highlights areas of discrepancy between what teachers believe to be important and real world practice.

Methodology

The teacher perception survey was randomly distributed to two groups of students; those with little experience (N = 31) who were engaged in coursework at the senior level of their degree programs and students who had completed all course work (N = 23) and were engaged in student teaching. It was also distributed to classroom teachers in early childhood education (N = 10). Subjects were asked to rank their perceived teaching roles according to ideal importance and the importance of those roles in the real world, and to identify factors that conflicted with or supported their beliefs. Data were clustered into five classroom role perception categories: affective, cognitive, physical, contextual and disciplinary.

Findings

All groups identified affective and cognitive roles as the two most important for early childhood teachers. Difference found between ideal and real world role perceptions and practices found in classroom situations are also noted. According to pre-service teachers, the affective role in the ideal identified as the second most important element in both ideal and real worlds.

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Study – 5

Investigator : Zimmerman, Cheryl, Boyd (1993)

Title : Teachers Perceptions of and Strategies with Lexical Anomalies.

Objective

This study examined the ways in which teachers of English as a second language (ESL) perceive the semantic and syntactic constraints that govern word use and the strategies they use to explain lexical anomalies to students.

Methodology

Twelve native speaking ESL teachers from 2 university-level intensive English programs were asked to identify, categorise, and explain lexical anomalies in each of 14 sentences. It was found that 3 teachers did not identify any categories for any of the 14 anomalies and that 7 teachers categorised fewer than 4 of the anomalies. The label that was most frequently used was “connotation”, while only one teacher used “collocation”, a basic term in lexical research, to categorise inappropriate idiomatic usage.

Findings

The results of this study indicate that certain categories of inappropriate usage, especially animate/inanimate collocations and positive/negative collocations, are fairly transparent to ESL teachers. Although teachers did not consistently identify lexical categories, their explanations revealed considerable insight into what limits word use in these categories. The explanation strategy of illustrating word meaning by showing the relations between two or more words and by giving examples were often used appropriately in spite of inappropriate categorizations.

Study – 6

Investigator : Fero, George, J. and Bush, Betty, J. (1994)

Title : Beginning Teacher Perceptions of Parent Role in Education Setting.

Objective

The purpose of this study is two fold: (1) to identify beginning teachers’ perceptions of the role parents play in their children’s education; and (2) to investigate
the congruency of beginning teachers’ perceptions with information presented in teacher education courses.

Methodology

A survey, completed by 178 second and third year teachers in Missouri, suggests that the role of parents is for the most part congruent with what is being taught in pre-service teacher education; that concerns of beginning teachers change by the second year of teaching; that beginning teachers are not intimidated by parents, but rather look forward to the first parent conference; and that a relationship exists between grade levels taught and perceptions of parental involvement.

Findings

Based upon research findings it is recommended that a longitudinal study be conducted to measure differences in perceptions between pre-service teachers at graduation and novices upon completion of 2 years of teaching.

Study – 7


Title : Perceptions of a Beginning Teacher: Exploring Subjective Reality.

Objective

The case study presented in this paper describes and articulates a beginning teacher’s perceptions of the key rules, and relationships within the context of the technical culture of an inner city elementary school.

Methodology

Data were collected through interviews, participant observations, and teacher and school produced documents. Experienced teachers, the principal, assistant principal, and counselor also supplied information.

Findings

Results provided an understanding of the experiences of first year teachers and the world in which they work and revealed the teacher’s subjective reality, and perceptions and practices within that reality. In addition, it was determined that the
beginning teacher's reality was largely derived from perceptions of what she believed the rules, roles and relationships to be rather than the actual technical subskills delineated on a checklist or in the school handbook. Based on evidence from the investigation, it was suggested that assistance to beginning teachers be given within the context of the situation rather than any mythological uniform teaching culture. While checklists and other generic instruments may be helpful, this study emphasizes the importance of the subtle and complex nature of a first year teacher's experience and socialization within the context of a technical culture.

Study – 8

Investigator : Gudwin, Denise M. (2001)

Title : A Quality Study of the Perception of Six Pre-Service Teachers: Implementing Oral and Written retelling Strategies in Teaching Reading to Students with Learning Disabilities.

Objective

To explore how six pre service teachers perceived their student teaching experiments while using the oral and written retelling strategy in teaching students with disabilities.

Methodology

Six subjects completing the student teaching semester in four elementary schools, one middle school and one high school were drawn as the sample. Care studies and written surveys were used.

Findings

i) Six student teachers successfully engaged in retelling activities.

ii) The sharing of student teaching experiences enabled the pre service teachers to experience a positive growth of confidence and competency.
### 2.2.4. Studies in Capsule Form

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<tr>
<th>S. No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Tool</th>
<th>Statistical procedures</th>
<th>Major findings</th>
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</thead>
</table>
| 1     | Althabet, Ibrahim N. (2002) | Perceptions of teachers of mental retardation regarding their perceptions program at King Saudi University in Saudi Arabia | 390 practicing teachers who graduated from 1993 to 2000 | Researcher made instruments | Frequencies, percentages, means, standard deviation, Analysis of variances | 1. Graduates in the mental Retardation major were slightly positive about overall preparation in the program.  
2. Significant differences between males and females are indicated.  
3. Male teachers viewed their preparation program more positively than Female teachers.  
4. A significant difference was found between perceptions of graduates assigned to mental retardation centers as compared to those assigned to regular schools.  
5. Regular schools teachers perceived their preparation program more positively than teachers who operate in mental retardation centers. |
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</table>
| 2.    | Amentashin, Regina Robin (2000) | Teachers’ perceptions of change in instructional practice and use of technology | Teachers of the Los Angeles country office of Education’s Instructional Proficiency Institute | Online interviews survey | Mean, Standard Deviation, Correlation             | 1. Teachers developed new expectations in their quality to use technology to create an engaged learning environment.  
2. Teachers were prepared to implement instructional units they developed, which used technology to support engaged learning. |
| 3.    | Behrens, Richard and Others (1993) | Effects of Gender on Perceptions of Teacher Influence | 349 Pre-service teachers, 253 in-service teachers, 123 school administrators and 39 college professors | Perceptions of Teacher Influence Inventory | Correlational Analysis                            | 1. A significant groups by gender interaction for three variables (matching instruction to each student’s abilities, teaching students to think for themselves, and showing enthusiasm when teaching).  
2. Interaction patterns revealed that females across groups responded similarly, and at a higher level than males, to each variable; administrators were the most similar in their responses; and professors exhibited the most difference in gender perceptions. |
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<th>Major findings</th>
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</table>
| 4.    | Bennett, Mary Theresa Malland (2001) | Cooperating teachers perceptions of the collaborative standards based professional block of the secondary education program at Georgia Southern University | 230 Cooperating teachers        | Semi-structured questionnaire, oral interviews | Analysis of Variance, Canonical Analysis   | 1. Cooperating teachers rank highly the ability of secondary professional Block students to demonstrate program standards.  
2. Cooperating teachers ate support in their decision-making, a clear understanding of the role they play, and open communication as some examples of the collaborative aspects of the secondary professional Block.  
3. Cooperating teachers cite strength of the secondary Professional Block as extended Field experiences. |
| 5.    | Bermudez, Andrea, B. and Padron, Yolanda, N (1987) | Teachers' Perceptions of Errors in Second Language Learning and Acquisition | 69 teachers and 18 other personnel | 15 items inventory on a Likert type scale | Percentage analysis and differential analysis | 1. Teachers in general have a better attitude toward second language learners than other school personnel.  
2. Bilingual teachers did not demonstrate more awareness of the useful role of errors than did English as a second language or traditional classroom teachers. |
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</table>
| 6.    | Bodine, Jaynell Cope (2000)   | At-risk students perceptions of ideal teacher pupil control orientation | 109 at-risk students                                   | ITFBS Verbal frequency scale and IPCI of the Likert Type Pupil control Inventory | Differential analysis                                           | 1) A significant difference in relative disability was found between two groups of identified teacher behaviours.  
  2) The preferred teacher pupil control orientation was upward humanistic end of the custodial humanistic continuum.  
  3) Significant differences between demographic subgroups, were found only for ethnicity for the ITFBS.  
  4) No significant differences were found for the IPCI. |
  2) Balancing spontaneity with structure and managing day-to-day tasks received the highest mean rating scores. |
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<tr>
<td>8.</td>
<td>Chin – Onn, Maarguente Ann 2000</td>
<td>Teachers' Perceptions of the reactive behaviour patterns of elementary age Hispanic students</td>
<td>141 Teachers of Hispanic Students</td>
<td>Long-Dziuban Elementary Check list</td>
<td>Mean, Standard Deviation, Chi-square</td>
<td>1. More boys were demonstrating independent behaviour and more girls were demonstrating dependent behaviour. 2. Students with perceived academic difficulties 41% were passive – dependent type while 71% of those discipline problems were aggressive independent types.</td>
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<td>9.</td>
<td>Chiu, Ya-Fang (2001)</td>
<td>Teachers' and administration of teacher study groups as on means of professional development in Taiwanese Junior High Schools</td>
<td>140 teachers and 11 administrators from high schools in Taipei</td>
<td>Surveys and interview</td>
<td>Percentage and Regression Analysis</td>
<td>1) Both the teacher and administrators accepted teacher study group as a formal professional development approach because of their connection to real teaching. 2) The attitude of the school principal toward professional development has a critical influence on teachers’ perceptions. 3) Teachers’ motivation appeared to be a factor in determining the success of professional development program.</td>
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| 10.   | Clemetsen Helen Eskro (2000)| Comparison of Perceptions of elementary teachers about teacher evaluation procedures in two different school districts. | 143 teachers from two school districts | Madeline Hunter Design Questionnaire | Correlation and Regression Analysis        | 1. End results of teacher evaluation were similar regardless of the purpose, model or method used for the assessment.  
2. While formative and summative approach appear to be different, the application of evaluation procedures may result in comparable types of feedback, outcomes and goal setting.  
3. If teacher evaluation is an important tool that can improve and provide optimal learning opportunities for students, teachers and administrators must agree on its purpose, procedures and use of evaluation outcomes. |
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| 11.   | Dental Karen Castor (2001) | Teachers’ perceptions of collaborations in full service elementary schools. | 261 Kindergarten teachers in Florida | Personal Data Form, Perception Questionnaire | Factor Analysis       | 1. There were significant differences in the participants’ perceptions of collaboration by both the type of service delivery model and the cultural paradigm.  
2. Teachers with in the school based delivery sites reported a higher degree of collaboration between teachers and community agency workers than did teachers at the school – linked between teachers and community agency workers. |
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</table>
| 12    | Girvin, Charles Rodney (2001) | Teachers' perception of their professional status as it relates to job satisfaction | 453 teachers in Virginia | Survey Questionnaire  | Correlation method     | 1. Teachers perceived themselves to be professionals, primarily due to their experience, commitment to clients, knowledge in content area, expertise and educational background.  
2. Most respondent did not feel that salary, status, participation in decision-making or autonomy contributed to their standing as professionals.  
3. Teachers' job satisfaction was most influenced by their perception of the professional status attributed to them by their building level administrators, school board members, central office administrators and district polices. |
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</table>
| 13    | Hearn, Linda Ann (2002)      | Teachers' perception of the Efficacy program               | 620 Teacher Training 3 levels of Students   | Case-study, non-scheduled standardized interviews and collected documents | Percentage and Correlation Analysis        | 1. The efficacy program addressed the needs and concerns of students from diverse populations by equipping teachers with concepts, principles and strategies.  
2. The majority of the teachers in the study felt that the Efficacy program was a significant program in their classrooms. |
| 14    | Hodge, Sheryl, Anne (2002)   | Teachers' perceptions of autonomy and administrative support as prediction of self-efficacy. | 223 mid-western sub-urban school teachers | Mailed questionnaire, The Gibson and Dembo (1984) Teacher Efficacy scale and Baattisticch's (1990) Principal Support and Accessibility Scale | Hierarchical multiple regression          | 1. While principal support and autonomy were predictive of teachers' self-efficacy, only autonomy was found to be the unique predictor.  
2. Gender and years of experience did not moderate the relationship between principal support and self-efficacy believes when autonomy was removed from the analysis. |
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<tr>
<td>15.</td>
<td>International Reading Association, Newark, Del. (1991)</td>
<td>A Nationwide U.S. Survey of Classroom Teachers' and Remedial Reading Teachers' Perceptions and Knowledge about Assessment of Disabled Readers: A Quantitative Analysis.</td>
<td>198 teachers from the membership roll of the International Reading Association</td>
<td>Teachers' Perception Scale</td>
<td>Percentage analysis and differential analysis</td>
<td>1) Fewer classroom teachers than remedial reading teachers believed they had adequate knowledge for relating assessment results to instruction. 2) Fewer respondents with bachelor's degree than those with graduate degrees believed themselves capable of judging the adequacy of assessment instruments. 3) Daily informal observations, portfolios, informal reading inventories and running records were the instruments / procedures reported as quite accurate. 4) Respondents indicated that most (but not all) of the instruments / procedures they always use reflect the current interest in a whole language orientation to literacy instruction.</td>
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<td>16.</td>
<td>Kavanaugh, Amy Lynn (2001)</td>
<td>New Teachers’ perception of discipline related school problems and teacher, satisfaction</td>
<td>16,351 student teachers</td>
<td>Public school teacher questionnaire of school and staffing survey</td>
<td>One way analysis of Variance and Chi-square tests</td>
<td>1) Various school factors affect new teacher perceptions and the relation between teacher perceptions and satisfactions 2) Significant differences were found among new teachers’ in their perceptions of discipline related school problem. But no strong conclusions were made.</td>
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<td>17.</td>
<td>Kujawski, Cynthia Lorraine (2000)</td>
<td>Teacher Perception of collaboration and engagement in Five twenty First century restructuring schools in Indiana.</td>
<td>560 randomly selected teachers</td>
<td>Investigator created questionnaire.</td>
<td>Pearson’s correlation</td>
<td>1. Teacher perceived the factor staff ownership of the change processes enhancing collaboration. 2. Teachers perceived that risk-free environment to make changes, assistance and support from colleagues and belief that learner centered instruction improves learning enhance collaboration 3. Competing demands on time, in sufficient time to practice new skills and lack of opportunities to discuss instructional changes detract student engagement.</td>
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| 18    | Leesinsearn, Natsarun (2002)              | Perception of French Teacher about professional development activities at secondary school level in Thailand. | 419 French Teachers in Thailand              | Researcher made instruments               | 't' test and Correlational Analysis     | 1. France Teachers generally perceived they have a greater need for continuing education and seminar than for other professional development activities.  
2. Positive relationship between French Teachers' age and their perceived need for seminar was found.  
3. Negative relationship between both teachers' age and number of years of experience and their perceives need for continuing education was found. |
| 19    | Limieux Christopher John (2000)           | Perception of visionary leaders of assistant principals in Georgia schools | 43 Middle School assistant principals and 86 teachers in Georgia schools | The leadership profile survey            | Percentage, Mean, SD and Regression     | 1. Middle school assistant principals perceived themselves as visionary leaders.  
2. Their respective teachers observers also perceived the middle school assistant principals as visionary leaders.  
3. Assistant principals in the study had higher perceptions of their respective teacher observers. |
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2. Of the nine effectiveness indication examined, shared decision – making, clear goals and a positive school climate showed the largest significant difference in attitude between high and low groups.  
3. The time on task, parent involvement and an articulated curriculum sub-scales had the lowest difference between groups. |
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</table>
| 21    | McShay, James    | Pre-service teachers initial perception of equality in education:   | 300 Undergraduate       | An 81 item survey           | Correlation and regression analysis         | 1) Pre service teacher's initial perception of culture, discrimination and the historical experiences of people of colour are significant factor that contribute to shaping perceptions of equity  
2) Perception of the nature of culture, socio economic class, the historical roots of them in U.S. and the nature and impact of discrimination do affect pre-service teachers' initial perception of equity in education.  
3) Pre service teacher's initial perceptions of nature of culture and their initial perception of historical roots of racism may have greater effect on their initial perception of equity in education than their perception of the nature and impact discrimination and of socio economic class. |
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<th>Statistical procedures</th>
<th>Major findings</th>
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</table>
| 22.   | Money, Sheila M. (1992) | What is Teaching Effectiveness? A Survey of Student and Teacher Perceptions of Teacher Effectiveness | 40 nursing students, 40 nursing faculty, 37 technology students, and 21 technology faculty | Teacher Perceptions of Teacher Effectiveness Questionnaire | Percentage analysis and differential analysis                                           | 1) Considering input from all respondents, “knowledge of subject matter” was ranked first in importance.  
2) “Effective communication” was ranked second.  
3) The factor ranked third by respondents was “well organised material”.  
4) “Ability to motivate” and “ability to inspire” were tied for fourth place in terms of importance to teacher effectiveness.  
5) “Friendly and open” demeanor was ranked fifth by respondents, with technology students rating this factor slightly higher in importance than nursing students.  
6) “Classroom control” was ranked last, with no differences found between any of the groups. |
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</thead>
</table>
| 23    | Murley Renee, C. (2003)| Standardized test scores and teacher perception of one whole school reform model, Modern Red School have: Evaluation of annual | 506 Students and 47 administrators and teachers | Comprehensive school Reform Teacher questionnaire | Paired 't' test independent 't' test and analysis of variance. | 1. No increase in Total Reading scores after implementation of modern Red School house was found.  
2. The mean scores revealed higher scores before implementation of Modern Red School house.  
3. Student test scores did not reflect an influence of teacher support.  
4. The teacher support did not have an impact on student test scores. |
| 24    | Nichol Patricia Ann (1998) | A comparison of perceptions between elementary school administrators and selected teachers of teacher involvement in state-mandate site based decision making in the Conroe Independent school district. | 600 teachers and 85 administrators          | Teacher Involvement and Participation Scale | One way of Analysis of variance and Mann Whitney 'v' test. | 1. Elementary administrators perceived themselves to be in all decision-making than the teachers perceived themselves to be in all decision area.  
2. The perceptions of certain teachers indicated they had less in involvement in the budget and staffing patterns and school organization area |
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<tr>
<td>25.</td>
<td>Nishimura, Frank</td>
<td>Teacher perception of formal and informal leadership roles in the</td>
<td>417 teachers teaching</td>
<td>Case study, Interviews Surveys and Department vertical</td>
<td>Correlation, Canonical Analysis</td>
<td>1. The degree to which the compatibility of an innovation and the relative</td>
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<td>Mitsuyuki (2003)</td>
<td>implementation of vertical training</td>
<td>different subjects</td>
<td>teaming minutes.</td>
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<td>advantage is presented to the members of a group helped influences its diffusion.</td>
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<td>2. Maths teachers at TJSS, resisted district sanctioned staff development but valued</td>
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<td>a job-embedded collaborative model of staff development.</td>
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<td>3. A transformational model that builds capability for leadership among a group and</td>
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<td>allowed for its completion of various tasks necessary in a horizontal rather than vertical model was developing in the TJSS math department through vertical teaming.</td>
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| 26.   | Rogers Bennie Anna (2000)   | A correlation between teachers’ perceptions of principals’ technology leadership and the integration of educational technology. | 558 elementary teachers in Fort Wayne Indiana       | Survey Questionnaire              | Pearson’s Product moment correlation | 1. There was a strong correlation between the FWCS teachers’ perceptions of principal leadership and support of technology integration and the teachers evaluations of their own improvement in integrating technology into the curricula.  
2. The level of staff development that teachers engage in directly affects their level of improvement in interacting technology into curricula. |
| 27.   | Smith, Clara Antonette (2001)| Teachers Perceptions of staff development activities                  | 1 to 4 teachers from Southfield public school       | Organizational communication climate survey and Educational Participation scale. | A one way multivariate analysis of variance | 1. Teachers were more willing to participate in staff development for cognitive interest, professional advancement, social contact and escape/stimulation.  
2. Principals can provide opportunities for teachers to dialogue, share technical skills, and use collaboration problem solving to determine what works best for assisting students to achieve optimum academic success. |
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<tbody>
<tr>
<td>28.</td>
<td>Thompson, Tierney McClellan (2003)</td>
<td>Candidates perception of training and self-efficacy in traditional versus alternative teacher preparation programs</td>
<td>74 Traditional candidates and alternative candidates</td>
<td>Researcher made instruments</td>
<td>Differential analysis</td>
<td>There was no significant difference between those teachers who received traditional training and those who were trained in alternative certification programs in their self-efficacy, perception of training and Ex CET passing rates.</td>
</tr>
</tbody>
</table>
| 29.   | Throne, Nancy Joana (2001)          | Perceptions of academically at-risk students of an ease of transition program from eighth to ninth grade | 36 students from South West Georgia                                    | Interviews, group discussions and Herzberg motivation, hygiene | Phenomenological data analysis | 1) The participants enjoyed the ease – transition program and welcomed the idea of making choices and decisions about certain school issues.  
2) The participants felt valued, respected, and included in the high school setting.  
3) Insights for the development of a guide to school officials and other change agents' design more effective transition programs were provided. |
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</thead>
</table>
| 30.   | Toth, Kara Robin (2002) | A study of teachers' perceptions and implementation of multiple intelligent centered instruction in a Connecticut elementary school. | 350 teachers                    | Interviews and Questionnaire              | Differential Analysis and Correlation    | 1. Teachers perceived that the use of MI centered teaching strategies was helpful in their classroom.  
2. Teachers varied in their implementation of MI – centered teaching, but tended to focus their instruction and logical – mathematical intelligences.  
3. Teachers were of how to incorporate the MI – centered instruction. |
| 31.   | Vacca Rizopoulos Lisa Anne Marie (2001) | A survey of elementary school teacher’s prescriptions and practices to promote Hispanic family involvement. | 115 elementary school teachers in New York city | Epstein’s Survey of School and Family Partnership. | ‘t’ tests                                | 1. Teachers perceived Hispanic Parent involvement to be important for students’ overall academic success.  
2. Parent involvement included helping students with homework, attending PTA meetings and recognizing the efforts of teachers.  
3. Teachers of lower grade students reported significance more Hispanic parents involvement related to family contact than teachers of upper grade students. |
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<tr>
<td>32.</td>
<td>Walker, Linda and Richardson, Gloria, D. (1993)</td>
<td>Changing Perceptions of Efficacy: From Student Teachers to First-Year Teachers</td>
<td>425 Student teachers</td>
<td>Mississippi Teacher Assessment Instrument</td>
<td>Percentage analysis, Mean and SD</td>
<td>Results of this study form the basis of longitudinal study that will employ the instrument to measure self-perceptions of student teachers, first year and ultimately, veteran teachers in regard to personal efficacy.</td>
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</tbody>
</table>
| 33.   | Wong, Ray, E. (1994) | The Relationship between Interest in Teaching as a Career Choice and Perceptions of School / Classroom Environment of 7\textsuperscript{th} and 8\textsuperscript{th} Grade Students. | 646 students studying in 7\textsuperscript{th} and 8\textsuperscript{th} grades | Quality of School Life Questionnaire | Percentile, Differential and Correlational Analysis | 1. It was possible to identify 7th and 8th grade students who were interested in teaching.  
2. Male students and students with negative perceptions of the school/classroom environment were less inclined to express interest in teaching.  
3. Students who felt part of the school were more apt to consider teaching as a career choice.  
4. Asian students had a more positive perception of the school/classroom environment that African-American and Hispanic groups.  
5. European-American were no more likely to consider teaching as a career choice than any other cultural group. |
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name</th>
<th>Title</th>
<th>Sample</th>
<th>Statistical procedures</th>
<th>Tool</th>
<th>Major findings</th>
</tr>
</thead>
</table>
| 34    | Xu, Shuli     | Teacher Evaluation and Student Learning: Perceptions of Elementary School Principals and Teachers | 34 elementary school principals from general schools and 42 teachers from five target schools | Percentile and differential analysis | Survey questionnaire and written documents | 1) Principals and teachers considered goal-setting conferences and improvement of curriculum and instruction as the most effective parts in evaluation.
2) Peer coaching, as an alternative to formal principal evaluation was strongly advocated by both teachers and principals.
3) Teacher evaluation can be a powerful means for improving student learning. Through evaluation, teachers will become more effective in reaching and teaching all children of all families.
2.3. CRITICAL REVIEW

Studies Abroad

Majority of the studies focused on analysing the perception of the students, teachers, pre-service teachers, parents and administrators. Their area of study was mostly found to be either school climate or teacher behaviour or even parents involvement in the teaching learning process. Survey method was adopted in most the studies done abroad. Most of the studies show that both the teacher and the taught perceive higher level achievement in learning as well as teaching English. Teachers have attitudinal receptiveness to improve the organisation in which they work. Students are also found to be positive receptors and highly intellectual. But they perceive lack of the expected outcome. Use of advanced techniques and utilising sophisticated technological means like computers were perceived to be the dire need to enrich the standard of learning and teaching by most of the respondents.

Indian Studies

Though only a few studies are available in the area of teacher perception investigated by the Indian scholars, they give a broad insight to the investigator on his study. Majority of the studies show that teachers and the teacher trainees have a highly favourable perception towards teaching, whereas only one study has shown that language needs of the teachers are very important than the rest. Here too, survey method and personal interviews were adopted in most of the studies. Some of the studies remarked that female teacher trainees had a more favourable perception than the male teacher trainees. Studies show that there is no discrimination between teachers of different age, experience and status with regard to perception.

The review of related literature of both Indian and foreign studies has revealed the fact that none of the researchers has studied the nature of perception of the student teachers with regard to English language learning and teaching. There are quite a good number of studies to show how people perceive the multi-varied components of teaching or learning a language. But, no study has yet been reported on the nature of perception of the teacher trainees about learning and teaching English. Hence the intention of the investigator to study the nature of perception of student teachers with regard to learning and teaching English and learning and teaching the language skills in English would be of great help to the field of teacher education and those associated with the teaching of English in Colleges of Education and Teacher Training Institutes.
2.4. REFERENCE