REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

LIC business is a broad area in which the seller, the agent and the customer operate. All the research works done in this area deal either with LIC in general or focusses on any one area specific to the region. ‘Competence’, ‘Performance’, ‘Motivation’ and ‘Intervention’ are widely used in the area of learning. The LIC agents irrespective of their age should be ready to learn to improve their competence and performance. Since the process of learning and the studies related to it provide insight into the training to be given to the agents, the researcher’s review focusses on the studies on education. The studies collected and reviewed are presented below

I. Professional Competencies are Categorized under the following
   (i) Performance – Ability oriented on professional competency.
   (ii) Academic – Non academic skills oriented
   (iii) Strategies Oriented
   (iv) Competency related.

II. The Studies on motivation are classified under the following headings
   (i) Achievement motivation oriented
   (ii) Motives
   (iii) Drives
   (iv) Motivation in relation to other variables
III. Synthesis of Studies on Professional Competence

IV. Synthesis of Studies on Motivation

Overall view of the Professional Competence and Achievement Motivation.

2.2. PROFESSIONAL ROLE – PERFORMANCE

ABILITY-ORIENTED STUDIES

Adaval (1952) defined Qualities of Teachers under Training with an aim to find out the Specific qualities. Used a general knowledge test, an intelligence test and an aptitude test for teaching too found out the qualities of teachers under training. The study revealed high correlation between intelligence and teaching aptitude.

Stevens and Rosenshine (1981) observed that successful teachers maintain a strong academic focus report. Effective teachers instruct students to spend more time working directly on academic tasks in texts, workbooks, and instructional materials. They assign and hold students responsible for more homework and test students more frequently.

Hampton (1951) identified Rating as the sole criterion of teacher effectiveness. She employed rating as the sole criterion of teacher effectiveness. For her study, she has chosen twelve items such as co-operation and loyalty, knowledge of subject matter, courtesy and friendliness, interest in school activities, discipline, emotional poise, general culture, health and vitality, personal appearance, resourcefulness, response to criticism and speech.
Greenwood, Arreaga-Mayer, and Charta (1994) noted that the students in classrooms where teachers used research-based interactive teaching practices had higher academic engagement times and achievement scores than students in classrooms where teachers used other methods.

Reddy (2000) conducted a study on 'role performance of special education teachers. In his study role performance of teachers dealing visually education hearing impaired, mentally retarded and orthopaedically handicapped were studied. He also investigated the problems faced by these teachers in organization, teaching and providing guidance & counselling. Role performance scale and problem checklist were used in this study for data collection. The result of the study showed that the performance of teachers in guidance and counselling is low when compared to organization and teaching roles.

Arora (1979) studied the differences between effective and ineffective teachers. The study indicated that the age and the tenure of service were non-differentiating characteristics. A greater number of ineffective teachers passed examinations while in service. For job motivation, the stage at which the decision to join the profession was taken, the considerations which influenced the choice of characteristics. The teachers did not differ in terms of the length of teaching experience, satisfaction with the allotment of teaching subjects, textbooks and the mode of transport used for travelling to school. On personal and family circumstances, specifically marital status, financial conditions and leisure time activity, there was no difference. The groups of effective and
ineffective teachers differed on the attitude to teaching, teacher-pupil relationship, discipline and punishment, teaching aids, homework and curriculum.

BANERJI (1956) conducted a Study on Specific Ability and Attainment in the Teaching profession of teachers in junior, High and Higher Secondary Schools. Collection of data regarding motives was done through a questionnaire. The other research tools used for collection of data included (i) a test of general knowledge developed by the investigator, (ii) a self-administering test of mental ability and (iii) the Test of Aptitude for Teaching developed by Moss, Hunt and Wallace. Medical examination was conducted to evaluate the physical efficiency of the teachers. The analysis of the data regarding aptitude for teaching revealed a low aptitude on the part of the teachers. The conclusion was that there were very few people in our training colleges who had an aptitude for the profession. It was further revealed that women trainees had greater aptitude for teaching than men.

BANERJI (1956) studied the Specific Ability and Attainment in the Teaching profession of teachers in Junior, High and Higher Secondary Schools. The aims of the study were: (i) to investigate into the interrelationship of the two aspects of training viz., practice teaching and theoretical studies, and (ii) to ascertain to what extent these two aspects were related to general intelligence and teaching aptitude as measured by objective tests.
The student teachers in the Government Central pedagogical Institute, Allahabad, during 1954-55 formed the sample. In the beginning of the session and intelligence test and a teaching aptitude test were administered. The scores were tabulated under four heads: (i) theoretical studies; (ii) index of brightness; (iii) practice teaching and (iv) teaching aptitude.

The results of the study were: (i) there is a general factor in all the four aspects which is in conformity with the common expectation, as intelligence and clear thinking are considered to be the basic qualities necessary for making a good and efficient teacher; (ii) the main branches of the teacher training programme viz., theory and practice demand quite different qualities from those which are essential for brightness and aptitude, besides the general factor already indicated; (iii) successful class teaching needs qualities like quick thinking, ready wit, easy adaptability, humour etc., which go to making a teacher bright and smart in the class; (iv) either practice teaching has very little in common with other tests or the method of assessing proficiency in practice is defective; and (v) practice teaching is the worst hit aspect in the examination system which is in vogue at present.

BANERJI (1956) analysed the factors associated with the assessment of ability in the Diploma of Licentiate in Teaching (L.T) Examination of the Education Department.

The aim of the study was to investigate how far all the subjects of the L.T examination conducted on behalf of the Education Department,
Uttar Pradesh, taken together, made a compact homogeneous whole and to what extent graduates of the university possessed any general qualities and attainments which could help them in the specialized studies of the training colleges.

A random sample of 148 cases was selected. The correlation matrix of inter-subject correlation coefficients was factorized by Thurston's centroid method using the highest correlation in each column as commonality. To get a more meaningful insight into the nature of variables, a simple orthogonal rotation of axes was carried out.

The results of the analysis of the data were: Ten sections of the five compulsory papers did not form a compact homogeneous group or subject family; (ii) there was no single attainment or quality which outweighed the rest, but all were essential for thorough theoretical preparation for the teaching profession; and (iii) the extracted factors were (a) knowledge of relevant facts and ability to marshal them in an orderly way, (b) understanding of concrete principles of child behaviour leading to a thoroughly practical approach to the actual problems, (c) a philosophical bend of mind to handle abstract expressions and grasp abstruse ideas and (d) different types of specialized ability and adaptability to master new branches of study.

SHERRY (1964) constructed a battery of psychological tests for prediction of success in teaching. This study aimed at testing the following hypothesis: (i) Teaching effectiveness is associated with physical, intellectual, social and emotional background of the teacher.
2.3. SKILLS-ACADEMIC – NON ACADEMIC SKILLS

Ainscow and Muncey (1989) observed that the most effective teachers:

- Emphasize the importance of meaning
- Set tasks that are realistic and challenging,
- Provide a variety of learning experiences,
- Give pupils opportunities to choose,
- Have high expectations,
- Create a positive atmosphere,
- Provide a consistent approach,
- Recognize the efforts and achievements of their pupils,
- Organize resources to facilitate learning,
- Encourage pupils to work co-operatively and,
- Monitor progress and provide regular feedback.

Donga (1993) found Learning disabilities are due to unsatisfactory emphasis on developing thinking skills. During classroom teaching, learners should provide opportunities to develop various types of thinking skills like thematic thinking, exploratory thinking, productive thinking etc. Lack of these thinking skills affects the academic achievement of the learner and causes learning disabilities.

There are various approaches to develop such skills. One of them is self-instructional training, self-instruction is thought to promote the maintenance of learned skills and strategies by providing a general framework for any cognitive task, by, providing feedback and by including
self-control over the entire process. This training includes five motivational/meta cognitive components. They are.

1. Planning
2. General, or specific strategy of instruction
3. Feedback mechanisms
4. Error correction and
5. Self-reinforcement

If a teacher emphasizes on these Meta cognitive components during his teaching, it will be helpful to adopt self-instructional approach by the learner. This approach will be helpful in developing different cognitive thinking skills and to overcome learning disabilities.

Singh (1986), Shamsuddin (1991) and Jayakumar (1997) conducted that teacher education has been widened to include not only some professional skills, but also professional attitudes and values.

The Study of World Bank (1995) revealed remarked that the teacher’s knowledge is strongly and consistently related to student performance. Teachers with a wide repertoire of teaching skills are more effective that those with limited repertoire. The most effective strategy is to ensure that teachers have adequate subject knowledge and use instructional materials effectively (Singhal 1987), Rao 1996) and Sarojini Devi (1997).
Kronick (1988) has listed 19 skills in social skill area that the teacher should assess and provide practice. Conte, Richard and others (1995) conducted the need for classroom based social skills intervention for children with learning disabilities.

Social skills programmed for learning disabled children consisting of coaching, role-playing and information sharing was implemented over a 6 month period by a clinical psychologist in collaboration with classroom teachers. When compared to the control group. Participants in the experimental programme demonstrated greater social acceptance and improved social problem-solving skills.

JOSHI and KUMAR (1983) studied the effect of the skill based approach and decision-making ability on the development of teaching competence. The main objectives of the study were (i) to find out the effect of the skill-based approaches on the development of attitude towards teaching and (ii) to find out the effect of teaching of the skill-based approaches on the development of teaching competence.

A purposive sample of 22 B.Ed., students was selected for the study. The data were collected with the help of an observation schedule by the investigators, ten observation schedules for measuring various skills developed by Joshi, Lalitha and Passi, and an attitude scale towards teaching profession developed by Yadav and Pandya, and Raven’s standard progressive matrices.
PATEL (1976) did a comparative study of the effectiveness of integrating five teaching skills through the summative model and vicarious integration upon teaching competence of the student teachers

The major objectives were:

(i) To find out general teaching competency of the student teachers who were given training for some teaching skills through the micro teaching technique along with vicarious integration and

(ii) To compare the general teaching competency of the student teachers who were given training for the teaching skills through microteaching with integration through summative model and with vicarious integration.

The Major finding was that the integration of the component skills in the Context of microteaching took place vicariously and it did not need deliberate planning such as a summative model.

DEBNATH (1971) investigated “Teaching Efficiency, its Measurement and some Determinants” The study aimed at finding out some determinants of teaching efficiency. Efforts were also made to study the relative efficiency of the method of analytical judgment based on critical observation of a lesson throughout a period.

SATHYNARAYANA (1984) studied the effect of training in teaching skills using micro-class peers and real pupils on the general teaching competence of student teachers at elementary level. The main objectives were: (i) to compare the general competency of the Student-
Teachers undergoing student teaching programme using microteaching and the traditional approach. (ii) to study the effect of training on the attitude of Student-Teachers towards microteaching

The major findings were:

(i) The student teachers trained using microteaching under the simulated conditions acquired better teaching

DAS Et. AL (1982) attempted to find out the Effect of Different strategies of integration of Teaching skills in developing general teaching competence of student-teachers.

The objectives of the investigation were:

i) To determine the effectiveness of non-integration strategy and summative model of integration of teaching skills in developing general teaching competence in student-teachers.

ii) To study the relative efficacy of non-integration strategy and additive model of integration of teaching skills in developing general teaching competence in student-teachers.

iii) To study the relative effectiveness of non-integration strategy and summative model of integration of teaching skills on the integration of selected teaching skills and

iv) To study the relative efficacy of non-integration strategy and dyad strategy of integration of teaching skills on the integration of selected teaching skills.
The main findings of the investigation were:

i) The summative integration strategy tended to improve the teaching competence as well as the quality of integration of the teaching skills.

ii) The additive strategy of integration of the teaching skills did not improve the general teaching competence of the student teachers but tended to improve the quality of integration of the teaching skills.

iii) The dyad strategy of integration tend to improve the general teaching competence of the student-teachers as well as the quality of integration of the teaching skills but the latter was not significant.

Cowasji (1985) conducted a study on the effectiveness of orientation programmes for teachers working in the integrated education for the disabled children in Rajasthan. The objectives of the study were (i) to find out the present position of available resources, system of working and implementation of institutional plans in the schools selected for orientation by SCERT/NCERT, Udaipur, (ii) to assess the effectiveness of the teachers after their orientation, and (iii) to make suggestions for improvement in the system of working and in the orientation programme and ways for providing more resources.

The study covered 5 schools in Rajasthan. 5 headmasters and 17 teachers of these schools were selected. Five questionnaires were used to evaluate the different kinds of work done and to find out the utility of the
orientation programme. Some findings were: 1) there was improvement in pronunciation and spelling after the orientation, 2) the teachers felt that the orientation helped in raising their standard and it was useful, 3) because of orientation special activities like sewing and toy-making were introduced for the first time in schools, reveals the effectiveness of the orientation programme for teachers working in the integrated education for the disabled children in Rajasthan.

Pugach and Lilly (1984) observed that teacher education programmes frequently reflect the current status of educational practice rather than lead the field toward meaningful change. They stressed the need for teacher preparation programmes to adjust to the predicted changes in the nature of special services for mildly handicapped learners. Some of the implications for personnel preparation discussed by Pugach and Lilly (1984) relate directly to the non categorical view point, especially the need to prepare all teachers to deal with range of abilities and to expect that students will need diverse methods of instruction.

Sivakami (2000) investigated the effectiveness of certain instructional strategies to overcome learning disabilities in English at primary Stage. The major focus was on the remedial instructional strategies to be adopted for the children with reading, writing and spelling difficulties. The post-test achievement scores were higher than the pre-test achievement scores. This throws light on the effectiveness of the remedial instructional strategies used to overcome learning disabilities in English.
Mueller, Chase and Walden (1988) stated that occasionally, a teacher can manage with the help of additional materials such as a supplementary reading series, learning strategy materials, computer assisted instruction, content enhancement materials of manipulative materials for maths. To be successful the teacher must have a reasonable student-teacher ratio.

Rozario and Kapur (1993) conducted a study on Effectiveness of intervention strategies with students who have problems in learning. The objectives of the study were i) to identify the nature of the learning problems of these students and ii) to help them through suitable remedial education. 25 students with learning problems were assessed for language and arithmetic skills. They were allotted randomly to 5 groups. Each group was given around 25 sessions of remedial education. At the end of 25 sessions, a post-treatment assessment was done. The results indicate that there was significant improvement in language and arithmetic skills. There was no significant difference between the students who look tuition and those who did not take tuition.

Jasobanta Roy (1993) stresses on the need for conducting workshops need for conducting in evolving appropriate educational strategies for Indian children with learning disability. Kavitha Milner (1999) explains eight steps to recognize a problem and get help to the child who has a learning disability. The eight steps are: 1) rhyme with reason, 2) watch for warning signals, 3) Visit the doctor, 4) talk to the teacher, 5) study the school environment, 6) teach at home, 7) use technology and, 8) don’t give up. Kavitha Milner also quoted that many
people had overcome learning disability to become notable success. They include Leonardo da vinci, Thomas Alva Edison and even Albert Einstein.

Debdulal Dutta Roy (1993) did a research on computer simulation approach to develop teaching strategies for learning disabled children. This paper attempts to understand teaching objectives and teaching strategies for learning disabled children by developing analogy between computer and disabled child. Both are conceived as input-throughput-output system and the events in this world are fuzzy to both of them. It is assumed that both can learn environmental function through logical programmed instruction. As attempt was made to develop cognitive processing function of learning disabled children with some programmes based on BASIC language.

2.4. COMPETENCY RELATED STUDIES

Mukhopadyaya and sharma (1990) conducted a study on identifying teaching competencies specifically for integrated education of the disabled children. The study reveals that 1) the teachers had a positive attitude towards equal educational opportunity for disabled children in integrated classrooms, 2) the male and female teachers did not differ in their perception of skills required for enhancing integration, 3) in terms of pattern of ranking of competencies for integration there was unanimity in the perceptions of ranking of integrated schools; special schools did differ in their perceptions of pattern of ranking but however, it was found that more importance was given to competence such as setting of a social goal, followed by planning teaching activities and 4) Competence for
evaluation was given the third rank, and the least importance was given to identification and placement.

Paramasivam (1997) identified the following teacher competencies after conducting workshop at vadalur and Krishnagiri. They are:

1. Planning the lesson
2. Managing instruction
3. Catering to the needs of slow/gifted children
4. Summative evaluation
5. Guidance and counselling
6. Promoting individual talents
7. Innovating methods
8. Institutional management
9. Establishing inter-school rapport
10. Involving community and
11. Developing non-scholastic skills.

Sub competencies have also been identified for these competencies.

Yadav (1983) studied the effect of training on teaching competence. The main objective of the study was to compare the teaching competence of student teachers with and without training for CQB and to compare pupils’ achievement in science. The pre test post-test control group design was employed in two phases, over 40 student teachers and 800 pupils of class IX. The tools used were prayag Maheta’s Group intelligence Test and Achievement Test. The study indicated that the student teachers with CQB training resulted in improved question delivery behaviors and question distribution behaviors of student
teachers. The training resulted in improvement in pupil response management behaviors and teaching competence.

Agarval (1969) studied competence of teachers of primary schools to identify the causes of incompetence of teachers and suggested means to improve competence. A study was conducted on 770 teachers of Madhyapradesh. A teaching competence scale was developed. More than 53 percent teachers were not intelligent enough to be teachers and intelligence was significantly and positively.

Debnath (1971) in his study on ‘Some important determinants of teaching efficiency found that age, experience, academic achievement and training are significantly related to teaching efficiency. The coefficient of correlation between teaching efficiency and age, experience, academic achievement and training were .21, .24, .24, .19 and .31 respectively.

Sass-Lehrer, Mrilyn (1986) assessed competencies for effective teaching of hearing-impaired students. Supervisors (N=150) of programmes for the hearing impaired rated as set of 40 competencies for teachers of elementary level, hearing impaired students. Seven of ten competencies identified as critical to teaching effectiveness reflected the broad area of instruction and instructional planning skills, almost half of which related to assessment.

They also studied competencies critical to teachers of hearing impaired students in two settings. Finding of a study of 150 supervisors’ ratings of competencies critical to effective performance of teachers of
elementary level hearing impaired pupils indicated that teachers in different educational settings have differing views of the competencies most critical to their jobs.

One of the competency identification efforts in the area of mainstreaming was done by Gold Hammer, Reader Reuschlein (1977). They surveyed fourteen colleges and universities that were conducting programmes to prepare regular classroom teachers to mainstream, mildly handicapped students. This research yielded a list of some 464, competencies clustered into thirteen areas: nature of mainstreaming, nature of the handicap, attitudes, resources, teaching techniques, learning environment, learning styles, classroom management, curriculum, communication, assessing student needs, evaluating student progress and administration.

GEORGE AND JOSEPH (1978) studied the “Effect of Microteaching on General Teaching Competence and Teacher Attitude towards the B.Ed., Trainees.”

The major objective were:

(i) to find out if there was any significant change in the General Teaching Competence (GTC) of the B.Ed., trainees as a result of exposure to the technique of micro teaching and
(ii) to find out if there was any significant change in the attitude of the B.Ed., trainees as a result of adoption of microteaching.

The major findings were:

(i) Intensive training and persistent practice in the five instructional skills influenced in varying degrees the sensitivity of the B.Ed., trainees to assimilate partly other related pre-instructional, Instructional, and post-instructional skills and to integrate them in their repertoire of teaching behaviour in one teaching situation.

(ii) Skills were not independent but inter-dependent. Systematic practice and mastery of some important skills improved the sensitivity of the trainees and in due course enabled them to acquire more skills and integrate them in the repertoire of the teaching skills.

(iii) The students’ reactions to the microteaching approach were positive and favorable generally.

(iv) There was no significant difference in the teacher attitude scores of the B.Ed., trainees before and after the exposure to the technique of microteaching.

BAWA (1984) studied the effectiveness of microteaching with planned integration training, following summative model and microteaching without planned integration training on the general teaching competence of teacher trainees. The major objectives were:
(i) to assess whether training through microteaching brought about substantial changes in teaching competence of the participant student-teachers, (ii) to find out the gains in teaching competence of student-teachers who taught after additional systematic instructional training subsequent to microteaching (iii) to evaluate comparatively the gains in teaching competence of student-teacher who participated in integration-oriented instructional and those who did not.

The major findings were:

(i) Exposure to microteaching resulted in improvement of teaching competence of all participants.

(ii) Exposure to integrated – based instructional helped teachers to increase their ability to integrate various teaching skills effectively.

(iii) Teaching on one’s own, after microteaching training helped to improve their teaching competence.

JOSHI (1984) developed performance criteria and tested their efficacy training student teachers in a teaching skill cluster. The study focused on: (i) evaluation of the behavioural model of teaching skill programmes, (ii) the relationship between a symbolic model and a behavioural model, (iii) its bearing on planning and the critique procedures of microteaching and (iv) study of efficiency of the modified planning and critique procedures.
The major findings of the study were:

The co-efficient of stability for forms of Moves in interactive Strategies of teaching was 0.85. (ii) the rates of teacher’s steady talk and pupils steady talk seemed to be useful and stable for estimation of the time dimension at the time planning. (iii) the minimum performance criteria for Reacting, Questioning and initiation skills were determined to be 32,56 and 90 percent respectively. (iv) the high performers profitably used time at their disposal, rate of interchange, and type of helices. (v) the integrated Microteaching Approach did not differ significantly from Standard Microteaching Treatment with regards to Changing the teacher behaviour of the student-teacher and changing the teacher attitude of the student-teachers.

Crone and Hunters (1980) Study identified the competencies expected from a non-formal instructor. They are:

- Treating students with self-respect with the awareness that each one of them may be more experienced or skilled than the instructor in one of them may be more experienced or skilled than instructor in one or more areas,

- Giving more praises and fewer rebukes (that may be slightly hurt)

- Using the past experience of the learners in their own instruction

- Helping learners to unlearn earlier acquired improper methods of handling an instrument (e.g. Single handed typing)
➢ Remaining watchful regarding the mistakes committed by the learners and providing remedial measure immediately

➢ Providing reinforcement than expected informal system

➢ Providing knowledge of test results as quickly as possible

➢ Providing opportunities for adequate practice of learners

➢ Using variety of methods in instructional programmes

➢ Making use of audio-visual aids adequately and judiciously

➢ Organizing with the help of the learners various types of visits, cultural, functions, games and sports observation of different national days and festivals etc

➢ Making the learners interested in community development programmes

➢ Knowing various people welfare programmes of the centre and in suitable cases getting them take part in instructional programmes

➢ Eliciting answers from learners who think that they do not know

➢ Preparing instructional materials including assignment which are interesting worth while and double

Palaniyandi (1997) listed down various competencies to be developed among the pre-service teacher trainees in the plan development of teacher competencies among pre service teacher trainees in environment education, they are 1) the teacher develops a proper understanding of the psychological and sociological principles, 2) the
trainee equips himself/herself for promoting all round development of children, 3) the teacher generates the capacities for greater motivation, 4) the teacher manages learning resources, 5) organizes experiences to attain Minimum Level Learning, 6) caters to the needs of the children with special needs, 7) solves the social and emotional problems of children 9) communication effectively, 10) undertakes action researches to solve educational ends, 12) cultivates effective inter-school relationship and 13) manages the school affairs effectively.

The major finding was that training for the integration of four selected skills under the summative model of integrative had contributed to the teaching competence of the experimental group significantly in comparison with the control group.

SHARMA (1979) investigated the “Development of Teacher Competencies of the B.Ed. students in the Training Colleges of Rajasthan.” The investigation aimed at identifying the factors of teacher competency and studying the development of teacher competency among student-teacher of the training colleges of Rajasthan. The sample was drawn from three teachers’ training colleges of Rajasthan. The five teachers’ competency factors identified were: authenticity-integration; consideration-control; responsibility-openness, innovativeness - attractiveness and pupil behaviours. The fifteen teachers’ behaviours characteristics which were grouped into five facts were efficiency-integration, teachers image-class management, attraction- encouragement, apathy- control and originality -confidence.
attempted a comparative study of the effects of microteaching

The objectives of the investigation were:

i. To study the effectiveness of supervisory feedback and peer feedback in microteaching on general teaching competence of pre-service secondary school teachers.

ii. To study the effectiveness of the two procedures of feedback on the retention of general teaching competence of pre-service secondary school teachers.

iii. To study the effectiveness of supervisory feedback and peer feedback.

iv. To study various academic and administrative problems related to implementation of microteaching in departments of education.

Findings of the investigation were:

i. There was no difference in the training outcomes of the two treatments of Summative Model of Integration (SMI) and Microteaching Model of Integration (MMI) approaches on the Baroda General Teaching Competence Scale.

ii. There was no difference in the retention of general teaching competence of two treatments of SMI and MMI
iii. There was no difference in the level of retention of general teaching competence of the two treatments of SMI and MMI

GEORGE and ANAND (1980) investigated the “Effect of Microteaching on Teaching on Self-concept and teaching competence of student-teachers”.

The major objectives were:

(i) To study the effect of microteaching on teaching self-concept of student teachers in a control group and on experimental group separately, and

(ii) To study the effect of microteaching as well as integration of skills on the teaching competence of student-teachers. Microteaching was treated as an independent variable, and teaching self-concept and teaching competence of student-teachers were treated as dependent variables.

The major findings were:

(i) Microteaching facilitated enhancement of the teaching self-concept of student-teachers.

(ii) Microteaching proved effective in improving the teaching competence of student-teachers.

(iii) The microteaching treatment followed by the summated strategy of integration of teaching skills was superior to the
microteaching treatment based on independent teaching skills in improving the teaching competence of student-teachers

NATARAJAN (1984) developed a competency based programme in teacher education curriculum. The major objectives were (i) to study the relative efficacy of competency-based teacher education in the pre-service education programme of secondary school teachers, (ii) to identify factors influencing competency achievement such as social status, economic status and level of education.

The major findings of the study were:

(i) Competency-based instruction proved suitable for teaching selected units in institutional planning and administration.

(ii) The seminar method seemed to be an effective method as it compared favorably with the competency-based approach.

(iii) The lecture method was effective as a group method.

(iv) Directed self-study did not compare well with other method.

(v) There was a significant relation between self-esteem and acquisition of competencies.

(vi) Attitude towards teaching methods had a favorable correlation with acquisition of competencies.

Teacher education programmes could be made more effective through a competency-based approach.
RAJAMEENAKSHI (1988) identified the factors affecting teaching competency of B.Ed. trainees in teaching physical science. The major objectives of the study were: (i) to identify factors that affected the teaching competence of B.Ed. trainees, (ii) to assess the teaching competencies of B.Ed students using appropriate tools.

A survey was conducted on 610 students of Colleges of Education in Tamil Nadu specialising in teaching physical science and 1500 pupils. The data were obtained with the help of a questionnaire, self-evaluation scale and pupil’s evaluation scale for meaning teaching competence of B.Ed., students.

The major findings of the study were:

i. Pupils’ evaluation scores were accumulated at the higher end of scores (80-95), self evaluation scores were between 50 and 85 and professor’s scores ranged from 45 to 65 with regard to the teaching competence of B.Ed., students.

ii. It was found that training in the skill of demonstration and microteaching significantly increased teaching competence.

iii. Female teacher trainees, teachers who taught in girls schools, teacher trainees who got first class in degree examinations and teacher trainees with higher socioeconomic status scored significantly higher in teaching competency than others.
Fisher and Reynolds (1981) investigated how teaching competencies for the special educator differ from those of the classroom teacher. Completing over 300 hours of joint direct observations in 20 classrooms (9 resources, 11 grade level), these authors classified the overlapping competencies for both groups into six domains: 1) assess students/maintain records, 2) design/implement instructional programmes, 3) identify/select/use instructional materials, 4) provide a positive/organized learning environment 5) initiate conferences/communicate, and 6) demonstrate professional characteristics.

All competencies were similar, but there were some differences.

1) In assessment, it was believed important that the special education teacher learn to describe students more precisely and be able to evaluate student performance, using continuous measurement

2) The special education competencies in instructional programming were also more precise, and were related to the individualized Educational Programmed

Howey, Kenneth (1983) presented a paper on ‘teacher’s role/responsibilities and teacher competence testing: future possibilities’. This paper examines how teacher competence was related to the role expectations set forth for teachers-specifically elementary teachers. Data descriptive of teacher today were reviewed. Factors which appear to deter highly compete persons from entering teaching were also identified. How instruction was delivered in this country was contrasted with
selected curricular and instructional trends in other highly industrialized countries.

Jeevanantham (2002) studied the competencies of teachers. Objective of the study was to find out the significant differences, if any, in the competencies (Planning Instruction, preparation of instructional materials, defining learning objectives and providing learning activities) possessed by the secondary grade teachers and B.T. Assistants. Four point rating scale was used to observe classroom instruction and for perusing the teachers records. The constructed tool consisted of a) Planning instruction competency, b) Preparation of instructional materials, c) defining the learning objectives and d) providing learning activities. The study result shows that the competencies of secondary of secondary grade teachers and B.T. Assistants are very low in a) planning instructions, b) defining the learning objectives, c) providing learning activities and d) in preparing instructional materials.

Ganeles (1974) studied on competency based teacher- education programmes for adult educators that provide better preparation than traditional programmes. He found the need for

- Clearly communicating instructional goals to learners and instructor awareness of their behaviors,

- Spending more time in supervising and directing student work and
Knowing the dialect being spoken by the majority of the target population and becoming aware of various aspects of the culture of the community fed by the centre.

Spun gin (1977) drafted the competencies of special teachers which include 12 goal areas reflecting seven teaching activities: assessment and evaluation, educational and instructional strategies, guidance & counselling, administration and supervision; media and technology; schools; agencies community relations and research, the twelve goals that emerged were

- teacher will demonstrate knowledge of normal and a typical developmental patterns in visually handicapped learners,
- teacher will demonstrate the ability to assess visually handicapped learners using a variety of informal and formal procedures,
- teacher will demonstrate the ability to select design and or modify specialized curricula for visually handicapped learners,
- teacher will demonstrate proficiency in the operation of media and devices necessary for the education of the visually handicapped learner,
- teacher will utilize instructional strategies which facilitate learning in visually handicapped children.
teacher can effectively utilize instruction materials, media, devices, aids etc appropriate to the individual needs of visually handicapped children,

- teacher will demonstrate ability to utilize local, state and national resources to assist in the delivery of services to the visually handicapped learner,

- teacher will demonstrate knowledge and opportunity for research with visually handicapped children,

- teacher will accept responsibilities of being a member of the teaching profession and will make a commitment to improve services for visually handicapped learners,

- teacher will demonstrate ability to administrative and supervise programmes for visually handicapped learners, including ancillary personnel, pare professionals and volunteers and,

- teacher can demonstrate the ability to evaluate both instructional sequences and overall programme effectiveness of various school programmes and agencies serving visually handicapped learners.

SHARMA (1985) made an experimental study into the effect of variation of model presenters on teaching competence of student teachers. The objective of the study was to find out the effect of a model presenter on teaching competence of student-teachers. The major finding was that the model presenter of lower age level proved more effective in
developing teaching competence in the trainees than the model presenter of middle age level and that the lower age level model presenter was more effective in developing a positive attitude towards microteaching in the female trainees.

MATHEW (1980) investigated the “Factorial Structure of Teaching Competencies among Secondary School Teachers”. The main objective was to identify desirable teaching competencies of a physics teacher in the context of certain presage, process and product variables.

The major findings were:

i. Fourteen factors were identified. They were interpreted as general teaching competency, competency of the teachers’ concern for students, competency of using audio-visual aids, competency of professional perception, competency of giving assignment, competency of illustrating with examples, competency of pacing while introducing logical exposition and competency of achieving closure.

ii. The opinions expressed by the students revealed nineteen teaching behaviours liked by students.

iii. The competencies identified through factor analysis related very closed with those expected of the teachers by the students.

Choudhari (1985) conducted a factorial study of the teaching competencies of teachers teaching English at the secondary school level.
The data were collected with respect to 178 teachers from Pune and Indore district. The major findings of the Study were: 1) the pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other, 2) the competency ‘Structuring questions’ accounted for 32 percent variance and correlated significantly with both the product variables, 3) all the competencies correlated positively with the product variables, 4) the contextual variable of location of school had an effect on half the number of competencies, 5) the demographic variables of teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies and 6) teachers’ intelligence and attitude were found to be associated with some of the competencies.

SHARMA and BHATTACHARJEE (1982) studied comparatively the effect of the additive model of integrating the skills upon teaching competence of student teachers. The major objective was to compare the effectiveness of integrating the five teaching skills through the summative model upon scores on the Indore Teaching Competence Scale (ITCS) and the General Teaching Competence Scale (GTCS).

The major finding was that the experimental group did significantly better than the control group, the “t” values in all the cases being significant.

PAIKARAY (1981) made a comparison of different types of feedback in microteaching upon teaching competence and attitude towards teaching of student-teachers. The objectives of the study were
(i) to find out the type of feedback which would be most effective in
developing better teaching competence among student-teachers. (ii) To
find out whether there was any change in the attitude of student-teachers
towards teaching as a result of the activities provided in the microteaching
programme. (iii) To reaffirm the conclusion from earlier studies in India
that microteaching was a better training device than the traditional
training being provided in teacher training institutions in India.

Some of the findings of the study were:

i. The means of the four experimental groups that were
    provided feedback by the Supervisor, Supervisor and Peer,
    Peer and Audio tape and Supervisor and Audio tape differed
    significantly at 0.01 level from the mean of the control
    group.

ii. The mean of the experimental groups had two distinct
trends. The means of the groups that were provided peer
feedback and audio feedback were of one type and the other
groups were of another type. The mean of latter groups
were distinctly higher than those of the former groups.

iii. Analysis of the gain scores for teaching skills only gave the
    same result except in one case where the means of the
    control group and the experimental group with audio tape
    feedback differed significantly at 0.05 level in gain scores.

iv. Analysis to teaching competence scores and attitude scores
    indicated that greater teaching competence and more
favourable attitude towards teaching in most cases were associated with the supervisor's presence in the groups.

JANGIRA et.al. (1988) studied the effect of intervention training in the integration of teaching competence of student-teachers. The Objectives of the study were: (i) To compare the effectiveness of the various integration models, of teaching skills, namely summative model, the vicarious model, additive model and diode model of integration on the general teaching competence of student-teachers.

The major findings of the study were:

i. Out of the four colleges of education, which compared the summative model of integration intervention with vicarious integration, the differences in the mean gain scores were found to be significant only in the case of one college.

ii. The additive intervention strategy was not found to be effective in improving the general competence of student-teachers, which implies that vicarious integration and additive integration strategy were equally effective.

iii. The only institution which tried out diode skill integration intervention revealed significant mean gain on the general teaching competence of the student-teachers.

PATEL (1978) made a study of the relative effectiveness of microteaching and traditional teaching of the teacher training on the Development of General Teaching Competence of the Student-Teachers.
of Primary Teacher Training Colleges. The study revealed that the microteaching treatment in simulated condition was significantly better than the traditional teacher training treatment in development the general teaching competencies.

Prakasham, D. (1988) made “A study of teaching effectiveness as a function of school organizational climate and teaching competency” with the objective to study the relative effects of school organizational climates and teaching competency on teacher effectiveness. The sample comprised 800 teachers from 120 government, local body, private non-Christian school and Christian schools teaching classes IX, X and XI of Raipur and Bilaspur Districts together with 92 principals, selected by the random quota sampling technique. The open school organizational climate positively affected both the teaching competency as well as teacher effectiveness.

Tareen, J.A.K. (1980) investigated the effect of orientation and feedback through interaction analysis on the cognitive interaction pattern, teaching competence and certain perception of student-teachers. The objective of the study was to find out whether the student-teachers who received interaction feedback treatment differed from those who received only conventional guidance in respect of each of the six-interaction variables that together represent the pattern of the cognitive interaction overall teaching competence and each of the three teacher perceptions. This was an experimental study involving variables-namely, cognitive interaction criteria teaching competence and teacher perceptions. The total sample of fifty with twenty-five each in the experimental and control
groups was drawn with equal representation to five subject areas-English, Kannada, Mathematics, Science (Physical and Biological) and social students. The pre-test was given in the first week and the post-test in the last week of the four weeks 'block practice teaching programme'. Group orientation was given at the end of the first week of practice teaching (after the per-test) in two sessions. Individual feed back in the from of time measures of different categories of interactions pairs was given thrice-at the

End of the first, second and third weeks of practice teaching programme, on the basis of the observation and analysis of the lessons taught during the week. Orientation and feedback had a highly significant effect not only on the pattern of cognitive interaction of instruction built up but also on the overall teaching competence.

2.5. ACHIEVEMENT MOTIVATION ORIENTATION

Dutt, M.L. (1991) did a research on “Achievement motivation and parental behaviour: A critique” with an objective to collect and critically review the findings of research studies conducted in the area of achievement motivation and parental behavior. The study has been based on the review of researches related to the title. Fourteen foreign and eight Indian studies have been reviewed. They have shown various trends. Most of the studies conducted in this area in the Indian context are correlational. The studies conducted on the sociological dimension of achievement motivation are very few. These studies appeared to have ignored some of the mediating interact rational variables such as parent-child interactions, and practices and patterns followed by the
parents in rearing and socializing their children. The findings of the studies pertaining to psychological variables in general and personality variables in particular differ from culture to culture.

Castelli, Patricia Ann (1994) made “an analysis of self attributed achievement motives and their effects on instructional motivation needs of adult learners’. Three survey instruments were administered to 346 adults in University courses offered through the College of Education. Discriminate analysis was used to determine the relationships between self-attributed needs for achievement and demographic, interest and effort variables. The most powerful predictors of self-attributed needs for achievement were in the category of interest. Learners interest may be dependent upon the personal satisfaction they derive from the learning experience. Motivating strategies which incorporate confidence are important to both need achiever groups, and that overall, high need achievers require more confidence building strategies. Low need achievers require more attention strategies to gain and maintain interest. Motivating strategies were much more powerful predictors than profile characteristics of gender, age and degree status.

Srivastava, N. (1988) conducted “A study of aggression in adolescent boys and girls in relation to their self-concept, achievement motivation and performance” to find out the relationship of aggression with selected variables viz. Self-concept, achievement motivation and academic and non-academic performance, separately. The sample consisted of 564 male and female students of classes XI and XII of higher secondary schools of Allahabad and Baroda, selected by stratified random
sampling technique. The statistical techniques used included product-moment correlations and analysis of variance. There was no correlation of aggression with self-concept, achievement-motivation and performance (both academic and non-academic). However, there was a curvilinear relationship of aggression with self-concept and academic and non-academic performance, but no correlation of this sort was found between aggression and achievement-motivation.

Newton, Kathryne Ann (1993) did a study on the “Development of trainee self-efficacy, motivation to learn, and motivation to transfer learning” to examine the development of trainee self-efficacy, motivation to learn, and motivation to transfer learning as a result of experience in a training and development program. This study fit the description of one group pre-test-post-test quasi experimental design (Borg & Gall, 1989). The sample was a group of trainee attending and 84 hour training and development. Program designed to enhance the competencies needed by human resource and development trainers. The program was conducted in four, 21-hour weekend training session between January and May, 1993. Trainee self-efficacy, motivation to learn and motivation to transfer learning were not improved by participation in the training and development programme.

Synder, Teresa Thayer (2000) attempted a research on “students’ experience being in school; student responses to factors associated with motivation to achieve.” To study students’ thoughts regarding (belonging, autonomy, feedback, goals, teacher caring and student strategizing) in six areas that they identified as influencing their choices about participating
in schooling. Children (N=141) from grades three through twelve in a relatively wealthy and academically successful district identified choice they made regarding their school learning, based in their perceptions of what was needed to negotiate their experience being in school. Students increased in grade level, they experienced less autonomy, less teacher caring, and less of a sense of belonging. Feedback was more frequently used by students to identify their lack of competence in area, rather than ways to improve.

Badola, Sunita (1991) conducted a study on “Locus of control, achievement-motivation and anxiety as correlates of creativity” to explore the relationship between creativity and locus of control, between creativity and achievement-motivation and between creativity and anxiety of students. Students of classes XI and XII of the higher secondary school of Garhwal region formed the sample of the study of the study. There was no significant relationship between creativity and achievement-motivation in respect of creative students in general.

Mitchell, Jennie L. (2000) investigated “the effect of matching teaching style with learning style on achievement and attitudes for women in a web-based distance education course” to find out the effect of matching teaching style with learning style on achievement and attitudes for women in a web-based distance education course. Four websites were designed and students form the women’s external degree program at Saint Mary-of-the woods College were randomly assigned. Students completed three achievement test and completed a course survey that considered usefulness, personal enjoyment, motivation for intellectual interest and
logical organization. An analysis of variance statistical procedure was employed to test for statistical differences for each of the six null hypotheses. Additionally, a factor analysis was employed for the forty-four questions listed on the survey. Overall, students had superior achievement and a more positive attitude, when the teaching style matched learning style.

Mittal, Jai Prakash (1989) made “an exploratory study of teacher’s motivation to work and its relationship with the organizational climate of the school” to study the relationship between teachers’ motivation to work on dimensions of school organizational climate. One hundred teachers from 10 senior secondary schools of Delhi constituted the sample of the study. To have representation of rural/female teachers, the stratified teachers, the stratified random sampling procedure was used. Teachers who perceived less disengagement, less alienation, less psychophysical hindrance, more spirit and more humanized thrust dimensions of the school organizational climate, were found to be more work-motivated.

2.6. MOTIVES

Verma B.P and Bhat R.K (1992) attempted a study on “Motivational difference among high and low creative students on the psychological needs”. A sample of 100 students (male and female) studying in class IX in Simla was taken into consideration. The random sampling method was used to draw the sample, and institution as well. The tools used included the verbal test of creative thinking of Bager Mehdi, and the Meenakshi personality inventory of Meenakshi Bhatnagar, and Meenakshi psychological needs of students. High and low
creative students did not differ significantly from each other with respect to their motivation.

Natarajan, Savithri (1988) made “A study of need motivations of student leaders” to study the relationship between the four need motivations: n-ach., n-Aff., n-power and n-Approval. The random representative quota sampling technique was used with a sample of 284, comprising four categories of student leaders (President, Vice-President, Secretary and Joint secretary) from 71 college unions. Need for power indicated highly significant differences in the hierarchical positions of the student leadership ladder (President Vs Vice-President, President Vs Secretary, President Vs Joint Secretary, Vice-President Vs Secretary, Vice-President Vs Joint Secretary).

Williams, James Arthur, Sr. (1991) identified “selected academic motivators of selected black high school males” and described selected academic motivators that seem related to the academic behaviour of ten black African-American male students attending a predominantly white Midwest Urban High School. Qualitative methodology was used for this study because it provides a means for understanding the respondents’ behaviour through the protocols used. Student interviews, school records, teacher comments and classroom Observations of the students were used to collect data. The data were analysed for themes and those themes compared and contrasted with selected theories of motivation. The need for peer acceptance and approval can be a negative academic motivators when the peer group’s value system is antithetical to the values of the classroom and the larger society. The affect of a “good teacher”, (i.e) one
who challenges, explains until the student understands, and shows respect towards the student is related to the academic behaviour of the students. The extent to which these students viewed themselves as self-determining and less reliant on peers of approval and acceptance seemed the most important motivator related to positive academic behaviours.

2.7. DRIVES -ORIENTED

Das R. Poonam (1988) identified the Motivational determinants of risk-taking behaviours of deprived and non-deprived adolescents to study the relationship between the need for power and risk-taking, on the one hand, and the need for affiliation and risk-taking on the other. Using the random sampling procedure, 400 girl students, of 14-18 years’ age group, were chosen as the sample. All of them were student at the intermediate level. The deprived group showed higher scores on both need for power and need for affiliation.

Santhose Valentine, Minerva (2000) identified the intrinsic and extrinsic Motivational determinants of freshman minority students in a community college and focused on the differences in intrinsic and extrinsic motivation in relation to the difference variable of the participants. The study employed quantities and qualities research measures to describe the factors identified by participants as motivational determinants with respect to students’ decision to centre college. In order to identify the intrinsic and extrinsic motivational determinants of freshmen minority students enrolled at a community college. The subject of the study were first-time freshman students enrolled at hostos community college of the city University of New York. Majority of
respondents selected a community college because of its offerings, and nearly half of the participants identified themselves as source of encouragement with respect to entering college. Gender and family income were found as significant predictors of extrinsic motivation. There were no significant bivariate relationship between intrinsic motivation and the independent variables.

Green, Anna, L. (2000) studied intrinsic and extrinsic motivation and self-efficacy and constructs of motivation that were perceived by African American college students. They identified other variables of interest were the students' personal characteristics that may influence their perception of motivation. The research design used to observe and study the motivation of African American college students was the instrumental case design. The two data collection techniques used in the study was the Motivated Strategies for Learning Questionnaire (MSLQ) and semi-structured interview questions. Participants of the study were sixty-one (46 females and 15 males) African American college students enrolled in two different psychology courses in the South eastern region. There was no significant difference in the scoring averages between African American college students enrolled in two different psychology courses.

Montaloo, Gregory Paul, Jr., (1997) studied "Pleasing the teacher an exploration of the Construct and its behavioural and motivational patterns". The objective of the study was-Motivation of the student in classes where they like and dislike the teacher. The sample consisted of one hundred and twenty five high school students. Students displayed
motivational benefits from teachers they like over teachers they dislike. Thematic analysis was used on collected data. Formulated themes were compared to the literature. Diagrams were formulated based on motivational information as related to the literature and compared to the thematic diagrams developed from the phenomenological interviews. Motivation was an intrinsic phenomenon.

Collins, Rosy (2000) studied “Teachers’ Motivating styles and educational charge” The objective of the study was to examine teachers’ motivating styles in the context of specific school reform model participated in this study. Teacher’ motivating styles were determined and tracked (with the M-DOI) over a 20-week period to determine actual classroom behaviours related to motivating styles. Teachers were also assessed for their degrees of implementation of TRALE (Technology Rich Authentic Learning Environments) Further, 4 teachers participated in three Autonomy support Training sessions. Teachers with different motivating styles had different actual classroom behaviours. More autonomy supportive behaviours, were higher implements of TRALE. Trained teachers improved in their autonomy supportive behaviours compared to teachers who did not participate in training and low autonomy supportive style teachers benefited more from training.

Buch, M.B (1988) made “A study of family background variables, same motivation variables, cognitive characteristics and the school performance of the primary school children”. The sample consisted Of 223 children studying in standard IV of four different primary schools run by the municipal; corporation of Baroda city. Seven different to were
used for collection of data. Academic motivation was significantly related to three variables, viz. age, number of siblings and family size.

Shashi, Mohan (1991) did "A Study on the role of aptitude, attitude and motivation in English acquisition". The sample comprised 233 students from these public school and 313 students from six government schools. A few aspects of attitude and motivation showed a significant correlation to some aspects of English learning.

Smith, Sherrye Denise (2000) attempted a study, "From paraprofessional to credentialed teacher: Motivational factors that influence career pathways; in special education" to determine the motivational factors that influence paraprofessionals' decisions to enter a special education teaching credential program and to determine the motivational factors that distinguish why minority and non-minority paraprofessionals enter special education teaching credential programs. In this study, participants (N=53) were former paraprofessionals who were graduates of, or currently enrolled in, a private University in Northern California. Participants were surveyed to determine what primary motivating factors, intrinsic (personal growth and internal beliefs) or extrinsic (career advancement and support systems) influenced paraprofessionals’ decisions to enter a special education career ladder program. Four minority respondents were interviewed to-depth information on minority decision-making for entering a special education credential program. Paraprofessionals are intrinsically motivated to enter teaching credential programs. Minority participants cited suitable work
hours, financial opportunity to be creative (one intrinsic factor) as the top motivators for entering a career ladder program.

Curless Todd A. (2000) investigated the “optimization of motivational tactics in self-paced learning” to find out whether highly motivationally enhance; instruction would differentially affect the motivation and performance of students depending on their entry-level motivation or their arousal seeking tendency. Community college students (n=53) were randomly assigned to one of two groups. One group too motivationally minimized computer-Based instructional unit on Mendel’s principles of Inheritance. The other instruction, the Entry Level Motivation (ELM) and Arousal Seeking Tendency (AST) of al students were measured. After the lesson, the Students’ Motivation levels were measured again (post course motivation), and the students completed an achievement test on the subject. No significant difference was found on either motivational change or achievement for students who were high or low on ELM or AST.

Paz, Leo Silveste (2000) focused on “Motivation, preferred classroom activities, and learning strategies among college-level heritage languages students of Filipino” to assess the level of Motivation, preferred classroom activities and learning strategies among college-level heritage language students and to study the strategy components. The study had two components, first, a survey of 180 language students, and second, a focused group interview of five students. The participants in both parts of the study were students enrolled at the elementary or intermediate level Filipino language courses in twelve colleges or
universities in the United States. The survey contained 91, Likert-type questions with five point scales which measured. Level of the students motivation, preferred classroom activities and learning strategies used. Basic demographic data were used as predictors of the three key research areas. There was significant correlation between the key variable components such as intrinsic Motivation-task value, Traditional Approach -practical Proficiency Orientation, and challenging Approaches-practical proficiency orientation

Kumari, Sushma (1990) had attempted a “study of Personality characteristics, intelligence, achievement, motivation, adjustment and socio-economic status of juvenile and adult female offenders and to work out the inter-correlations for the variables of personality characteristics, intelligence, achievement-motivation, adjustment and socio-economic status; in respect of juvenile delinquents and adult offenders. The sample consisted of 50 juvenile delinquents in the age group 14-21 years and 50 adult female offenders above 21 years, from both rural and urban backgrounds, all with cases pertaining to arrest, prosecution or convicted offenders. The sample was drawn from Tihar Jail (Delhi) burial Jail (Chandigarh) Adarsh Karagar (Lucknow) and Nari Nike tan (Delhi). It was found that in the case of juvenile and adult female offenders, mo significant differences were observed in case of personality characteristics, intelligence, achievement-motivation, and adjustment, except in case of SES and health adjustment

NAEP" Centres of Agra" to examine the role of different motivational techniques among adult learners.

Using stratified random sampling 176 male and 224 female illiterates were chosen out of 1800 adult learners from 30 NAEP centres. The collected data were treated using mean, SD, QD, ‘t’ test, profile analysis and correlation. When male and female were compared for their motivations, it was found that out of seven areas of motivation males were found to be highly motivated in economic gains, while females were highly motivated for increasing their economic gains, while females were highly motivated for increasing their ability.

Vinona, Fedina, Kathryne A (2001) made a qualitative study on “Teacher Perception of motivation, curriculum and academic achievement of gifted students in multiple intelligence classes and gifted education programs” with an objective to design an instrument and then to conduct a quantitative study to add to the body of knowledge regarding Multiple intelligences. Vs. Gifted programs and their impact on motivation, curriculum and academic achievement of gifted students in a northern New Jersey county in a middle school setting. The sample comprised of thirty teachers of the gifted on a middle school level, from twenty four school districts in a northern New Jersey count that are demographically and socio-economically similar communications. The subjects were on their district’ participation in an inter district gifted program. The survey instrument was a self administered 20 item Likert format questionnaires. Teachers of the gifted Perceived that Multiple
Intelligences programs do not have a more significant impact on the motivation, curriculum and achievement to the gifted student than gifted

Moller, Leslie Alan (1993) studied the effects of confidence building strategies on learner motivation and achievement" with the objective of external condition (the confidence building strategies proposed by John Keller in his ARCS Model) can be constructed to facilitate and increase learner confidence and achievement. This study tested the ARCS confidence building strategies with 6 graduates and under-graduate college students using printed, self-instructional material. No significant effects arising from the treatment.

Wang, Jun (2000) conducted “An investigation into the motivational design qualities of web based instructional materials” to assess the presence and absence of the motivational design components of Juhn Keller’s ARCS model of motivational design in Web-based instruction. Seventy-five undergraduate students enrolled in the spiring semester 1999 at the University of Tennessee, Knoxville and three other Universities whose classes had a Web-presence at the World Lecture Hall on Internet were asked to evaluate their Web-based instructional material. The instrument used to evaluate their Web-Based instructional materials were John Keller’s introduction Materials Motivational survey. Confidence subscale was rated Significant differences existed between and “the worst” sites in the mean scores of the four individual subscale and the sum scores of the four subscales. It provided support for the utility of the ARCS model in assessing the Web-based instructional Materials.

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Seyan Serpil (2000) identified the impact of anxiety, self-esteem and motivation on the oral communication of German and Japanese adult ESL students in a University-based language school located in southern California. This study was descriptive in nature. Data collection encompassed student questionnaires, student and teacher interview and classroom observations. Data analysis was based on a qualitative comparison of the effects of the three aforementioned factors on the oral communication of German and Japanese adult ESL students. During oral communication all students behaved according to their level of self-esteem. The more self-esteem they had, the more willing they were to attempt speaking English. There was a close relationship between anxiety and self-esteem in German and Japanese students' oral communication.

Kim, deog ja (1990) studied the "relationships between attitudes, motivations and the attained English language proficiency of Korean University students in Korea" to examine the type of motivation or attitudes that can contribute to facilitate English proficiency of the college student in Korea. 311 students at a Private University in Seoul, Korea completed the two types of questionnaires on attitudes and motivation, Spolsky's indirect questionnaire and Gardner's direct questionnaire. Their level of attainment in English as a second language was measured based on a close test of global proficiency. More Korean college students in Korea were interactively oriented and that their attitudes and motivation in general correlated with their global English proficiency. Students integrativeness did not positively related to their English proficiency, while instrumentality, their intensity of motivation, and positive attitudes toward America or did correlate with English proficiency.
Pennigton, Philp Wayne (1997) studied the relationship between teachers' perceptions of the principals' leadership style and teacher motivation. The sample consisted of teachers of five randomly selected middle Tennessee county public secondary school two questionnaires, the leader behaviour description questionnaire and the two questionnaire, the leader behaviour description questionnaire and the Minnesota satisfaction questionnaire. Significant relationships were found at the 0.01 between teacher motivation and the perceived leadership style of the principal.

Mittal, Jai Prakash (1992) made "an exploratory study of teachers' motivation to work and some factors associated with high and low work motivation of teachers" to compare those high and low on work motivation along the following criteria and to determine the impact of the same on the variable-personality characteristics, organizational climate, job satisfaction. The normative testing method, using the survey methods and the cross-sectional approach, was used on a sample comprising 400 teachers selected randomly from 20 senior secondary schools of Delhi. The schools were chosen taking into consideration factors like location and management. A two-stage stratified proportional random sampling frame was adopted. Two groups comprising 20 teachers each were selected on the basis of their displaying high and low work motivation. Status, qualification, family income did not seem to exert much of an impact on motivation to work. The teachers motivation to work was significantly related to job satisfaction those higher on work motivation perceived organizational climate to be characterized by less
disengagement and alienation, more spirit, more openness and autonomy than those low on the same.

Mittal, Jai Prakash (1989) made "an exploratory study of Teacher’s motivation to work and its relationship between teachers’ motivation to work and dimension of school of Delhi constituted the sample of the study. To have representation of rural / female teachers, the sample of the study. To have representation of rural / female teachers who perceived less disengagement, less alienation, less psychophysical hindrance, more esprit and more humanized thrust dimension of the school organizational climate, were found to be more work-motivated.

Tonglet, Jennifer Philips (2000) studied “influences on math homework completion and achievement: students’ attitudes towards teacher related factors, student motivational factors, and environment-related factors in fifth and 4 eighth grade students maths related-attitudes and perceptions were divided into three major categories. Teachers-related components (encouraging teacher and evaluated teachers); student learning orientation, and utility value; Ego orientation consisted of an entity view of ability, student performance orientation and anxiety; the third factor was self-efficiency and Environment-related components (time spent on math homework, homework environment, and time spent in competing activities) A questionnaire was developed specifically for this study and completed by 83 fifth graders and 106 eighth graders in the greater New Orleans area. When students completed more homework they earned higher grades, particularly if they adopted an ego orientation. Both encouraging teachers and evaluative teachers
fostered mastery orientation in the students and positive feeling of self-efficacy. Students who indicated adopting a mastery orientation reported awareness of increased time needed to do maths homework and a homework environment conducive to studying. Adaptation of a mastery orientation fostered an increased sense of self-efficacy, whereas adoption of an ego orientation fostered a decreased sense of self-efficacy.

2.8. SYNTHESIS

2.8.1. PROFESSIONAL COMPETENCY

Raja Meenakshi P.K. (1988) identified that the type of management, the time of admission to the B.Ed course and the teacher pupil ratio were the factors that affected the mean teaching competence of B.Ed trainees in almost all colleges of education in Tamil Nadu. Natarajan. S (1984) found that competency based instruction proved suitable for teaching selected unit-in institutional planning and administration and also proved that teacher education programme could be made more effective through a competency based approach. Choudari. K (1985) confirmed that the teacher's intelligence and attitude were found to be associated worth some of the competencies. Das R.C., Passi, B.K. Jangira N.K (1982) Sharma K.K. and Bhattacharya R 1980 suggested that summative model of integrating teaching skills (probing questions, reinforcement, stimulus variation, explaining and illustrating with examples) might be used as a training techniques in the training colleges. Patel P.A (1976) found that the integration of the component skills in the context of micro-teaching took place vicariously and it did not need deliberate planning like summative model. Bawa M.S (1989) confirmed that exposure to micro teaching resulted in improvement of

Mitchell, Jennie, (2000) investigated that students had superior achievement and a more positive attitude, when the teaching style matched their learning. Tareen JA.K (1980) found that orientation and feedback had a highly significant effect not only on the pattern of cognitive interaction of instruction built-up but also on the over all teaching competency.

2.8.2. SYNTHESIS (MOTIVATION)

Collins, Rosy (2000) examined that teachers with different motivating styles had different actual classroom behaviours. Paz, Leo Silveste (2000) found that there was significant correlation between intrinsic motivation, task value, and traditional approach-practical proficiency orientation and challenging approaches, practical proficiency orientation. Curless Todd. A (2000) investigated that there was no significant difference found on either motivational change or achievement for students who are high or low on entry level motivation or arousal seeking tendency. Newton Kathryn Ann (1993) examined that trainee self-efficacy motivation to learn and motivation to transfer learning were not improved by participation on the training and development program. Castelli; Patricia Ann (1994) analysed that motivating strategies which incorporate confidence, are important to both need achiever groups and high need achievers require more confidence building strategies. Tonglet, Jennifer Philips (2000) examined that both encouraging teacher and evaluative teachers fostered mastery orientation in the students and positive feeling of self-efficacy. Williams, James Arthur Sr (1991) identified, that the need for peer acceptance and approval can be a negative academic motivation when the peer groups value system is antithetical to the values of the classroom and the larger society. Smith, Shorneye Denese (2000) found that Para professionals are intrinsically motivated to enter teaching credential programs and minority participants cited suitable work hours, financial stability support from university staff (three extrinsic factors and the opportunity to be creative one intrinsic factor) as the top motivators for entering a career leader program. Seyan Serpil (2000) found that during oral communication the more self esteem
they had, more willing they were to attempt, speaking English, Green, Anne I (2000) found that there were no significant differences in the scoring averages on constructs of intrinsic and extrinsic goal orientation. Synder, Teresa Thayer (2000) explored that feedback was more frequently used by students to identify their lack of competence in an area rather than ways to improve. Muir, Michael R (2000) obtained information on eight motivation themes Students, teachers relationship, hands on activities, choice and student-autonomy learning interesting and trying into student interests, context and connections student goals and preparing for the future learning styles and high expectations and help students to succeed.

Vivona fedina, kathryn (2001) examined that teachers of the gifted perceived that multiple intelligences programme do not have a more significant impact on the motivation, curriculum and achievement of gifted students that gifted programs. Srivastava. N (1988) found that there was no correlation of aggression with self-concept, achievement-motivation and performance (both academic-non academic). Natarajan Savithri (1988) found that need for power indicated highly significant differences in the hierarchical positions of the student Leadership Ladder Mittal, Jai Prakash (1992) explored that status, qualification, family income did not seem to exert much of an expect on motivation to work. Mittal, Jaiprakash (1989) also found that teachers who perceived less disengagement, less alienation, less psychological hindrance, more spirit and more humanized thrust dimension of the school organisational climate, were found to be more work motivated. Badola, Sunit (1991) found that there was no significant relationship between creativity and
achievement motivation in respect of creative students general. Buch, M.B (1988) studied that age had significant difference with academic motivation. Das. R.Poonam (1988) found the deprived group showed higher scores on both need for power and need for affiliation. Shasi Mohan (1991) found that a few concepts of attitude motivational showed a significant correction to some aspects of English learning. Penning ton, Philip way (1997) studied that there was relationship between teacher motivation and perceived leadership style of the principal.

2.9. OVERVIEW

The studies reviewed clearly reveal that intelligence accompanied by clarity in thinking enhance the individuals efficiency. Presence of mind, sense of humour and adaptability are attribute to the professionals. The studies reviewed further establish that perception of these factors contribute to the enhancement of one’s competence which includes planning, managing guidance and counselling, promoting individual talent involving community and developing non-scholastic skills. Motivation and performance are closely associated. Suitable achievement motivational intervention optimize the performance of the individuals. The researches done in the field of competence and performance prove that integration of skills and training essential for accelerating the rate of performance.

From the review of the related literature it is observed that very few attempts were made to develop competency in their respective profession like teaching competence for pre service and in service

It is inferred from the review of related literature that the idea of motivational intervention for achieving enhancing performance has been researched into only in the field of education. But the LIC agents lie far beyond the scope of research till now. Hence the researcher chooses the agents’ perception, competence, performance and the motivational intervention as the area of his study. As the next step the researcher proceeds to specify the objectives of the study, methodology, the design followed and the tools used in the following chapter.