CHAPTER - II

REVIEW OF RELATED STUDIES

2.1 OVERVIEW

This chapter deals with the Review of Related Studies. It explores the factors relevant to effective Teacher Education. It draws various studies conducted in the field of Self Concept, Attitude towards English Teaching, English Language Competence and Teaching Competence. The present chapter deals with six sections. The first and second sections give an overview and a brief introduction. The third section explains the Need of the Review. The fourth section displays the Indian Studies and Foreign Studies related to the present investigation. The fifth section brings out the Critical Review of the second chapter. The sixth section clearly states the Conclusion of the second chapter.

2.2 INTRODUCTION

Review of related studies pertaining to the variables selected is of prime importance in any research work. One of the early activities and an essential aspect of a research work is the review of related studies. Walter R. Borg (1965) states, “The literature in any field forms the foundation upon which all the future work will be built.” Related literature or studies is like a corner stone of a building on which the building is erected, like a main spring to a watch. It directs the researcher at every stage of research work. It gives a right perspective to understand as well as appreciate every aspect of the work and procedure followed in studying the problem.

2.3 THE NEED FOR RELATED STUDIES

The purpose of the review of related studies is to provide a context and background that support the conduct of the study. The researcher has to acquire knowledge so as to define the frontiers in the field, to go beyond the unknown areas
and add much to the existing field of research. Studies which create link to the existing knowledge make significant contribution to the field so such studies should be reviewed to produce sufficient information. It helps the researcher to limit the research question and to clarify and define the concepts of the study. A careful review of the related studies can help the researcher revise the initial questions so that final questions can be investigated. It helps the researcher to become familiar with the previous efforts to clarify the constructs involved in the study and in translating the constructs into operational definitions. Successful reviews often result in the formation of hypotheses regarding the relationships among variables in a study. These hypotheses can provide direction and flow for the study.

Through studying related research, researchers learn which methodologies have proven useful and which seem less promising. The researcher develops increasing sophistication after digging through the layers of research that the related study represents. The quality of research varies greatly when the researcher delves into the topic and finds that not all the studies are necessarily equal. Becoming proficient at evaluating research to determine its worth helps the researcher discover the most useful research path. The researcher has to detect the causes of inconsistencies and contradictions or dissatisfaction with the conceptualization, in the kinds of approaches adopted for solving the problem or in the kinds of measuring instruments employed, methodologies used, or statistical analyses made. Comparing the procedures of studies may explain the inconsistent findings. It is a challenge to resolve such contradictions and it can also provide a significant contribution to the knowledge in the field of study.

The study of related studies places the researcher in a better position to interpret the significance of their own results. Becoming familiar with theory in the
field and with previous research prepares researchers for fitting the findings of their research into the body of knowledge in the field.

Reviewing previous research studies may stimulate the researcher to ask whether the procedures employed could be adapted to solve other problems, or whether a similar study could be conducted in a different field or subject area or with different groups of subjects. It may suggest the desirability of replication to confirm previous findings. It helps to formulate research questions that the next logical step from a previous investigation. It may raise the question of applicability of their findings to other cultures.

2.4 CLASSIFICATION

The review of related studies is classified into two groups. They are

A. Indian Studies

B. Foreign Studies.

2.4.1 INDIAN STUDIES RELATED TO SELF CONCEPT

Siva Sankar et. al., (2014) investigated the “Self Concept among Adolescents” The objective of the study was to assess the self concept among adolescent boys and girls with regard to their locality and type of family. The sample consisted of 160 adolescents (80 male and 80 female) belonging to nuclear and joint family systems from urban and rural localities. Self Concept of the adolescents was assessed by using Self-Concept Questionnaire developed by Raj Kumar Saraswat (1992). The obtained data was quantitatively analyzed using Analysis of Variance and it was found that there was no significant difference between boys and girls, rural and urban adolescents belonging to joint and nuclear family with regard to their self concept.

Gore Sugriv Shrimant, (2014) conducted “A Study on Developing Self Concept among B. Ed. Pupil Teachers”. The main objective was (i) to measure self
concept about intellectual and school status, physical appearance and attributes, popularity, anxiety, happiness and satisfaction and behaviour areas among pupil teachers (ii) to suggest techniques for self concept development for B. Ed., pupil teachers and to study their effectiveness. 25 B.Ed., pupil teachers from College of Education, Barshi, District, Solapur comprise the sample. The tool used was a standardized Self Concept Scale of Dr. S.P. Ahluwalia’s (1986). In the self concept test, happiness, satisfaction and popularity (6.52) was found average mean. After explaining the self concept development techniques, the post-test was given, in this the average mean for happiness and satisfaction was (9.52) and there was growth in self concept of the B.Ed., pupil teachers.

Sivita Mishra, (2013) conducted a study on “Self Concept and Scholastic Competence of Secondary School Teachers in Relation to Some Personal Variables”. The objectives of this study was to find out significant difference if any in both self concept and scholastic competence of teachers in relation to gender, locale, teaching experience, educational qualification and academic stream variations. The sample included 100 secondary school teachers from Gangtok, East Sikkim. The tools used for collection of data were Nayak’s Teacher’s Self Concept Scale (2004) and Samal’s Scholastic Competence Scale (2000). The findings of this study were that female, rural, more experienced, graduate and non-science teachers have less self concept compared to male, urban, less experienced, science and post graduate teachers whereas male, urban, graduate, non-science, less experienced teachers have less scholastic competence compared to female, urban, post graduate, science and more experienced teachers.

Anitha et. al., (2013) conducted a study on “Correlates of Self Concept among High School Students in Chennai City, Tamil Nadu, India”. This study aims to
explore the home environment and the academic achievement which correlates self concept in a sample of 300 students. The tools used are Self Concept List by Deo (1998), Home Environment Inventory (1989) and percentage of marks obtained in IX standard for academic achievement. The results reveal a significant positive relationship of home environment components like protectiveness, conformity, reward and nurturance with self concept.

Panimalar Roja et. al., (2013) attempted ‘A Study on Emotional Maturity and Self Concept at Higher Secondary Level’. The purpose of the study is to find out the level of emotional maturity and self concept among higher secondary students who are studying in various schools in Pudukkottai district and to find out the significant difference if any between the biographical variables such as sex, location of the school, type of the school, parents educational qualification, parents occupation, parents annual income, parents nature, and type of the family in the students of higher secondary course in their emotional maturity and self concept. Normative survey method was found appropriate. Emotional Maturity Scale and Self Concept Scale were the tools used. The findings of this study indicate that there is significant difference between male and female students of higher secondary course in emotional maturity and self concept. There is no significant difference between rural and urban area residence students of higher secondary course in emotional maturity but there is significant difference in self concept. There is significant difference between government and government aided school students of higher secondary course in emotional maturity but there is no significant difference in self concept.

Krishna Mishra et. al., (2012) conducted “A Study on Self Concept and Interest in Teaching of Pre-Service Teachers of Secondary Level”. The purpose of the study was to find out the difference and relationship between the two variables self
concept and interest. 94 pre-service teachers of Shri Kanwartara Institute for Teacher’s Training, Mandleeshwar District, Kahargone, Madhya Pradesh were used as sample. Self Concept Inventory by Beena Shah (1986) and Interest in Teaching Scale by S.B. Kakkar (1985) were used as tool. It was found that self concept of female pre-service teachers of secondary level was significantly higher than male pre-service teachers in dimensions of self concept namely social, aesthetic, political, job related, belief and traditions, personality traits and total and interest in teaching. Male pre-service teachers were better in emotional, physical, cognitive, self-confidence than female pre-service teachers. Pre-service teachers having science background were comparatively better than arts pre-service teachers in self concept and interest in teaching.

Suman, (2012) conducted “A Comparative Study of Self Concept of B.Ed., Students of Female and Co-educational Teacher Colleges”. The objective of the study was (1) to study the self concepts of the female and co-education B.Ed. Students (2) to ascertain the relationship of the self concepts with the achievement of the male and female B.Ed. Students (3) to analyze the variables that contribute more significantly to the academic achievement of the male and female B.Ed. student teachers. The sample comprises of 350 male and 350 female B.Ed., student teachers of five Teacher’s Training College of District Sirsa. The aggregate marks obtained in examination by the student teachers of various faculties have been accepted as the criterion of student teachers academic achievement. Self Concept List Rating Scale prepared by Pratibah Deo was used to measure self concept in the areas of intelligence, emotional, social, character and aesthetic. The statistical techniques mean, SD, ‘t’ test and Chi-Square were used for the study. The finding reveals that the male student teachers perceived themselves as more in intellectual, emotional, social
and aesthetic than female student teachers and female student teachers perceived as more in character scale of self concept than male student teachers. In this study, the intellectual, emotional, character scale and aesthetic is found significantly related to achievement and there seems to be no significant relationship between achievement, social and aesthetic of student teachers.

Chandrakant Borse, (2012) designed a “Study of Relationship between Emotional Intelligence and Self Concept of B.Ed. Teacher Trainee”. The main objective was to find the relationship between total emotional intelligence and total self concept of B.Ed. teacher trainees. Survey method was used for the study. The sample consists of 60 B.Ed. teacher trainees from College of Education, Nasik., Emotional Intelligence Scale (2005) of Anukool Hyde, Sanjyot Pethe and Upinder Dhar and Self Concept Questionnaire (2005) of Dr. Rajkumar Saraswats were used to collect data. The statistical techniques coefficient of correlation and t-value were used for analyzing the data. The findings proved that there was a significant relationship between emotional intelligence and self concept of B.Ed. teacher trainees.

Ram Mangala et. al., (2011) conducted a “Study of Self Concept among D.Ed. Teacher Trainees in Mysore City”. The main objective was to find the level of self concept among the D. Ed. teacher trainees and to find out the significant difference between the background variable age, gender, locality and type of institution. A sample of 900 (510 female +390 male) student teachers of 1<sup>st</sup> year and 2<sup>nd</sup> year D.Ed. institutions were randomly selected for the study. The tool used was “The Way I feel about Myself”, scale designed by Piers and Harris (1969), was modified and translated to Kanada by the investigator. Statistical techniques used was mean, SD and ‘t’ test. The results revealed that female teacher trainees show a high difference in self concept than male teacher trainees. Teacher trainees from urban background
indicate a higher score when compared to the rural teacher trainees. Age-wise, significant difference was observed among the teacher trainees. There was no much significant difference among Government, Government-Aided and Private Institutions.

Thiagarajan et. al., (2005) conducted a study on “Self Concept of B. Ed. Trainees”. The objectives of the study were (i) to find out the level of self concept of B Ed. trainees; (ii) to find out, if any, the significant difference in the self concept of the B Ed. trainees in terms of their sex, community, locality and optional subject. The sample consisted of 96 student-teachers of Dr. Sivanthi Aditanar College of Education, Tiruchendur. The Multidimensional Personality Inventory designed by Manju Rani Agarwal was used to collect data. The data were analysed using ‘t-test’. The findings showed that the Self Concept of B Ed. Trainees was above the average i.e., high self concept. There was no significant difference in self concept of the respondents in terms of their sex, community, locality and optional studies.

2.4.2 FOREIGN STUDIES RELATED TO SELF CONCEPT

Xin Tang et. al., (2013) investigated a “Study on Correlation of English Pronunciation Self Concept to English Learning”. The main objective was to find the relationship between English pronunciation self concept and English performance, global English self concept, English classroom anxieties; the relationship between global English self concept and the sub-dimension of it. Survey method was used. A sample of 237 non-English major college students was taken for the study. The tools Questionnaire of Chuming Wangs’ Chinese Students Self Concept in English learning (2008), Xiuquan Zhu’s Questionnaire (2005), Global tests and Pronunciation tests were used. The statistical technique correlation analysis was used. The findings
revealed that English pronunciation self concept correlated significantly to the global English self concept.

Meihua Wang, (2013) investigated “The Study on the Relationship between English Self Concept and Significant Others.” The main objective was to examine the role of pronunciation and significant others in English language learning in relation to the formation of English self concept of Chinese college students. The subjects were 20 second-year students from two classes in foreign language college of Inner Mongolia University for the Nationalities. The tools Self Report Questionnaire and Self Evaluation Scale were used. The statistical technique correlation analysis was used. The findings revealed that the inferred English self concept (others’ perceptions) is highly correlated with the English self concept.

Patricia Arnaiz et. al., (2012) conducted a study on “Self Concept in University-Level FL Learners”. The main objective was to determine self concept levels globally in academic, social and emotional dimensions and to identify the relationship between self concept on one hand and gender, age, mark and language level on the other hand. A sample of 216 students (120 female and 96 male) studying English language courses in a Spanish University were taken for the study. The tools used were Self Concept Form (Garcia & Musitu, 2001) and a background questionnaire. The statistical techniques mean, standard deviation, ‘t’ test and Pearson Product Movement Correlation was used. The findings revealed that self concept levels in students with different marks in English and learners enrolled in different degrees do not differ significantly.

Mingmei Du, (2012) conducted “A Study on the Relationship between English Self Concept and Language Learning Strategies”. The objective of the study was to find out the relationship between self concept and language learning strategies. The
sample of the study was 157 students from the University of Shandong, China. Self Concept Scale modified by Pan (2003) from Marsh’s (1992) SQDII was used. Pearson Correlation Co-efficients and Multiple Regressions were used. The study revealed that English self concept was medium, and the subjects’ English pronunciation self concept was better than their general English self concept and English speaking self concept. Second, gender had no significant effects on the general English self concept and English speaking self concept.

Mustafa, (2012) conducted a study on “Boosting Foreign Language Self Concept in Language Classrooms through Co-operative Learning Activities”. The purpose of this study was to investigate the effects of co-operative learning techniques on foreign language self concept and exploring the relationship between the foreign language self concept and academic success. The sample consisted of 182 students enrolled in general English language courses in a two-year higher education institution. Foreign Language Self Concept Scale which was developed by the researcher and a reading comprehension placement test were the tools used. Statistical techniques Mean, Standard Deviation, ‘t’ test and ANOVA were used for the study. The results demonstrated that the effect of co-operative learning on foreign language self concept was found to be insignificant.

Hui-Ju-Liu, (2010) conducted a study on “The Relation of Academic Self Concept to Motivation among University EFL Students”. This study mainly examines the relation between academic self concept and motivation in foreign language learning. The sample comprised 434 first-year university students. Findings of the study show that the entire academic self concept related variables and the motivation components are positively and significantly correlated.
2.4.3 INDIAN STUDIES RELATED TO ATTITUDE TOWARDS ENGLISH TEACHING

Arumugam et. al., (2015) conducted “A Study on Attitude towards Teaching Profession of B.Ed., Students in Relation to Self-Esteem”. The main objective was to examine the levels and relationship between attitude towards teaching profession and self-esteem of B.Ed., students. A sample of 1000 student teachers of B.Ed., colleges in Virudhunagar District was taken. The tools used were Self-Esteem Scale standardized by Ganapathy (1992) and Attitude towards Teaching Profession Scale constructed by Arivalan (2007). The findings revealed that there was positive self esteem and attitude towards teaching profession. There was significant difference between B.Ed., trainees’ attitude towards teaching profession and gender. Also there is no significant difference between the B.Ed., trainees’ attitude towards teaching profession and type of college.

Vijayavardhini et. al., (2014) conducted a study on “Attitude of Prospective Teachers towards Teaching Profession”. The main objective of the study was to find out significant difference in the attitude of prospective teachers towards the teaching profession in their gender, course (B.Ed, M.Ed) and community. The total sample consisted of 136 B.Ed and M.Ed prospective teachers from four teacher training colleges. Teacher Attitude Scale developed by J.C.Goyal with slight modifications was adapted to collect the data. Statistical techniques used were percentages, mean, SD, ‘t’-test and F-test. The findings revealed that i) Majority of prospective teachers exhibited favourable attitude towards teaching profession. ii) The variable gender, course and community do not significantly influence the attitude of prospective teachers towards the teaching profession.
Anupama Bhargava et. al., (2014) conducted a study on “Attitude of Student Teachers towards Teaching Profession”. The main objective were to find out the level and difference in the attitude of male and female (tribal and non-tribal) science and social stream B.Ed., student teachers towards teaching profession. 100 student teachers of B.Ed., programmes run in Ranchi comprised the sample. The tool used was Teacher Attitude Inventory developed by Dr. S.P. Ahluwaliah. Statistical Techniques used were mean, SD and ‘t’ test. The findings reveal that there was significant difference in non-tribal (male & female) student teachers of science and social science stream.

Gajalakshmi, (2013) investigated the ‘High School Students’ Attitude towards Learning English Language’. The main objective was to find out the attitude of 9th standard school students towards English in relation to the variables gender, medium of instruction, religion, locality of the school, type of school and type of management. 600, 9th standard students were selected randomly from 14 high and higher secondary schools in Pondicherry region. The standardized tool used was Likert type of Attitude Scale designed by Dr. Lilly Epsy Bhai and S. Magthiran. Statistical techniques used were mean, SD and ‘t’ test. The results revealed that there is a significant difference based on the gender, locality of school, type of school (girls/co-education), type of management but there is no significant difference in medium of instruction, religion and type of school (boys/girls; boys/co-education) in attitude towards learning English language.

Langdapure et. al., (2013) attempted “A Study of Teaching Attitude of Marathi Mediums D.T.ED. Teacher Trainees”. The objective was to study the teaching attitude of female and male teacher trainees. The sample consisted of 100 D.T.ED. teacher trainees studying in DIET, Nanded City. Survey method was
followed. The tool used was Teacher Attitude Inventory developed by S.P. Ahluwalia (2006). Statistical techniques ‘t’ test, Mean and Standard Deviation was used. The findings indicated that there was no significant difference in some sub-scales and in some sub-scales there was significant difference between male and female teacher trainees in their teaching attitude.

Madhu Shani, (2011) attempted a study on “Attitude Towards Teaching and Teacher Effectiveness of Prospective Teachers” The objectives was (i) to compare the change in attitude towards teaching and teacher effectiveness due to effect of B.Ed. programme on the prospective teachers of aided and self financing colleges. The method was of descriptive type. The sample consisted of 400 prospective teachers (200 from aided colleges and 4 self financing colleges) from 8 Colleges of Education (4 aided and 4 self financing) randomly selected from two districts of Haryana i.e. Bhiwani and Rohtak. The tools used are Teacher Attitude Inventory by Ahluwalia.S.P. (2006) and Teacher Effectiveness Scale by Pramod Kumar and Mutha. The statistical technique ‘t’ test was used. The result revealed that change in attitude towards teaching was found to be significantly higher in case of aided colleges in comparison to self financing colleges, and change in teaching effectiveness was found to be significantly higher in case of aided colleges in comparison to self financing colleges.

Shaya Mary et. al., (2011) did a research on “Attitude of the B.Ed., Student Teachers towards Teaching and Academic Achievement”. The objective was to study the level and relationship of attitude of student teachers towards teaching and academic achievement. The sample consisted of 336 B.Ed. student teachers from five colleges of Education in Chennai. The tools used are Performa and Attitude towards Teaching Scale. The academic achievement marks of the B. Ed., student teachers
were also taken. Descriptive analysis (Mean and Standard Deviation) and inferential analysis, ‘t’ test, one way ANOVA and correlation were the statistical techniques used for the study. The findings indicated that there is a significant difference between the female student teachers and their male counterparts. The female student teachers are better than male student teachers except with regard to the dimensions of teacher character and teaching-learning.

Devi, (2005) conducted a study on “Assessment of Attitude Towards Teaching”. The objective was to assess the attitude of the B Ed trainees towards teaching profession and to find out the relationship between the attitude towards teaching and performance in the entrance examination of the B Ed. trainees. The sample of the study constituted of 76 student teachers undergoing the B Ed. Course during the academic year 2003-04 in the Institute of Advance Studies in Education, Chennai. Attitude towards teaching of the student teachers was measured using the attitude scale developed by Ahluwalia, S.P. The statistical techniques mean, SD, ‘t’ test were used. The findings revealed that there was a positive and significant relationship between the attitude towards teaching and performance in the B. Ed. entrance examination.

Jeya Jothi, (2005) attempted “A Study of Correlation between Teaching Competency of Secondary Grade Teacher Trainees and their Attitude Towards Teaching”. The main objective was to find out the significant difference and correlation between teaching competency of secondary grade teacher trainees and their attitude towards teaching with respect to the variables gender, community, language of instruction at higher secondary level, groups taken at higher secondary level, locale, management, and type of school. The sample consisted of 100 students studying in teacher training institutes of Thoothukudi and Tirunelveli District. Survey
method was employed. The tools used are Teaching Competency Scale developed and validated by IGNOV and Attitude towards Teaching Profession Scale developed by Ponnambalam and Visweshwaran. The statistical techniques ‘t’ test, ‘F’ test and correlation were used for analysis. The findings revealed that there was positive correlation between teaching competency and attitude towards teaching among the secondary grade teacher trainees.

2.4.4 FOREIGN STUDIES RELATED TO ATTITUDE TOWARDS ENGLISH TEACHING

Esim Gursoy, (2013) investigated “Prospective ELT Teachers’ Attitudes toward the English Language: In an EFL Context”. The main objective was to investigate English Language Teaching Teacher Trainees’ attitudes toward the English language and their self-reported difficulties when using their foreign language skills in daily and academic language. 200 teacher trainees from State University in Turkey were taken as sample. The tool was a questionnaire, which was developed via an extensive literature review and adaptations of Karahan’s (2007) and Al Zahrani’s (2008) studies. The statistical techniques used was one-way analysis of variance, ‘t’ tests, frequency analysis, Turkey and Scheffe tests. The study showed that trainees have mildly positive attitudes toward the English language, with females being more positive than males. However, there are some statistically significant differences in academic language, such as vocabulary and monologue speech.

Patience Ufuophu Enaibe, (2012) conducted a study on “Gender and the Attitude of Teachers towards the Teaching of English Language Sounds”. The main objective was to investigate the attitude of male and female teachers towards the teaching of English language sounds. The sample consisted of 200 teachers from public secondary schools in Ughelli South Local Government Area of Delta State.
Teachers’ Attitude towards the Teaching of English Sounds was used to collect data. Analysis of data using percentages revealed that teachers have negative attitude and that there is no difference between the male and female teachers’ attitude towards the teaching of English sounds.

Tok Sukran, (2011) conducted a study on ‘Pre-Service Primary Education Teachers’ Changing Attitudes towards Teaching: a Longitudinal Study”. The purpose was to determine the longitudinal changes in the attitudes of pre-service primary education teachers towards teaching as they progressed through training. This study was conducted in a Public University in Turkey, Mustafa Kemal University. The longitudinal sample was composed of 66 pre-service primary education teachers. Attitude Scale towards Teaching and Semi-Structured Interviews were the tools used. The statistical techniques used were mean, SD and ‘t’ test. The results demonstrate that student teachers’ attitude towards teaching during freshman and senior years are positive.

Yang Yu, (2010) conducted a study on “Attitudes of Learners toward English: A Case of Chinese College Students”. This study has explored the Chinese college students attitudes toward English in relation to the factors like their attitudes, namely, gender, age, grade in college, major, starting age for learning English, years spent in English learning, experience with native English-speaking teachers and friends who are native English speakers, English knowledge of parents, and international experience. This study adopted the concurrent embedded strategy of mixed methods design. Quantitative data from questionnaires of 398 respondents and qualitative data from interviews of 20 students were collected. The Statistical Analysis procedures included descriptive statistics, correlations among variables, independent group t-tests, and One Way Analysis of Variances. The study found that Chinese college
students have positive attitudes toward the English language and China English. Results have also shown that the longer students have studied English, the more likely they are to have positive attitudes toward English.

Muhliaw Xoagun Ogeyik, (2009) studied “Attitudes of Student Teachers in English Language Teaching Programs towards Microteaching Technique”. The main objective was to investigate the attitudes of student teachers towards microteaching applications. The research was conducted with a total of 57 fourth year students attending the ELT Department at Trakya University, in Turkey. The data were collected via a Likert-type scale developed by the researcher. The relations among the facts were analysed via factor analysis. The findings revealed that the ELT students at Trakya University in general held positive attitude towards microteaching applications with regard to its effectiveness for professional development, self assessment, self confidence, material production, and teaching experiences in various courses in which students are of different ages and linguistic level.

Firdevs Karahan, (2007) conducted a study on “Language Attitudes of Turkish Students towards the English Language and its Use in Turkish Context”. This study examines the relationship between language attitudes towards the English language and its use in Turkey. The sample included 190 eighth grade students of a private primary school in Adana, Turkey, where English is intensively taught. Personal information Sheet and attitudes towards the use of English in Turkish context were collected. Mann Whitney U test and Spearman’s rho correlation coefficient tests were applied. It is found out that these students have mildly positive attitudes towards the English based culture but they are not tolerant to Turkish people speaking English among themselves.
Bisen Bagceci, (2005) conducted a study on “Social Attitudes of Students towards Teaching English at High Schools in Gaziantep, Turkey”. The objective was to investigate the attitudes of the students towards teaching English. The research was conducted at 26 high schools in Gaziantep, Turkey. A questionnaire of personal traits of students and a Likert type attitude scale were used as tool. 414 students’ questionnaires were taken into evaluation. The significance of differences between means was analysed using ‘t’ test, ANOVA (one way analysis of variance). Scheffe Test and the data related to the opinions of the students were analysed by using frequency distribution on percentages. The findings of the study indicated that Female students have shown more positive attitudes than male students. There are significant differences between male and female student in the following sub-scales: ‘Importance’ – “Beginning and duration” – ‘Method and Content’. Students’ sex can be said to affect their attitudes.

Seda Saracaloglu, (2004) conducted a study on “The Relationship between Students’ Attitudes toward Foreign Language and Foreign Language Achievement.” The objective was to investigate the relation between students’ attitudes towards foreign language and foreign language achievement. The sample comprised of 421 last-year students in the high schools of Afsin and Elbistan, K.Maras. Language Attitude Scale designed by Saracaloglu (1992) was used as tool. The statistical techniques one-way analysis of variance, t-test, Scheffe Test, Tukey HSD and LSD tests, Pearson correlation squares were used. The findings revealed that there was a significant relationship between gender and success. Moreover, female students tend to have more positive attitude than male students.

Bae Juwan, (2003) studied “Pre-Service and In-Service Teachers’ Attitudes toward English as a Second Language and Limited English Proficiency Students”. 58
The main objective was to examine pre-service and in-service teachers’ attitude toward ESL students, as well as the factors that influence these attitudes. Subjects were pre-service teachers in teacher education programs in two different upstate New York universities, and in-service teachers’ in elementary, middle, and high schools in two upstate New York school districts. These subjects completed an extensive survey with results analyzed using a variety of statistics. These results suggest that pre-service and in-service teachers, in general, have positive attitudes toward teaching ESL students.

2.4.5 INDIAN STUDIES RELATED TO LANGUAGE COMPETENCE

Umer Farrooque, (2005) conducted a study on “English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools in Kannur District”. The main objective was to find out the relationship that exists between English language competence of teachers and achievement of students and the relationship between transaction difficulties and language competence of teachers. The sample of 833 students from 13 schools in Kannur district in Kerala and 108 teachers from the same schools were drawn using suitable sampling techniques. Achievement tests for std. IV students in EVS, English and Mathematics constructed by the investigator. Language Proficiency Test developed by the CIEFL, Hyderabad to measure English language competence of teachers and interview schedule developed by the investigator for identifying transactional difficulties of the teachers were the tools employed. The statistical techniques skewness, kurtosis, ‘t’ test, ANOVA and Karl Pearson product moment correlation were used. The findings revealed that every English medium school in Kannur district was found to function with a good number of teachers who were not found to have adequate English
language competence and there was a significant positive correlation between teachers English language competence and learners achievement.

Vazalwar et. al., (2005), conducted a study on “Tracing out the Relationship of Reading Comprehension in English with Respect to Anxiety, Socio-Economic Status and School Environment”. The objective was to find out the joint effect of anxiety, socio-economic status and school environment on reading comprehension in English. The study was conducted on a sample of 547 boys and 413 girls drawn from higher secondary schools in Bilaspur and Janigir-Champa district of Chattisgarh state through random sampling technique. The Intelligence factor of the students was controlled using their High School Certificate Examination results. The tools used were: Sinha’s Comprehension Anxiety Test by A.K.P. Sinha and L.N.K. Sinha; Socio Economic Status Scale by Beena Shah; School Environment Inventory by Karuna Shankar Mishra and Silent Reading Comprehension Test by B.V. Patel. The data was analysed using Partial Correlation, coefficient of multiple correlation and significance of R. The findings revealed that there was significant joint effect of anxiety, SES and school environment on reading comprehension in English.

Muthaiah, (2001) conducted a study on “Enhancing the Pronunciation of Words with Pure Vowel Sounds among the Pre-Service Teacher Education Students – An Action Research”. The main objective was to enable the students to understand and learn the vowel sounds, to have a correct and good exposure to spoken English, to make the peer group pronounce the vowel sounds perfectly. Fifty students from the pre-service teacher education course were selected. Tools were used such as (1) charts having the words and their respective transcription are used to administer the pre-test and post-test and for the oral practice. (2) Pre-recorded cassettes are used as perfect model for the students to do practice. The students have learned, from cassettes, the
correct pronunciation of the words. (3) The researcher, both in the pre-test and post-test, used a three point rating scale. The students’ performance was evaluated based on the three point rating scale. The findings revealed that the sounds are not found in the student’s mother tongue, i.e. Tamil. Adequate and proper exposure is not given to the students. Perfect model is not available for the students. The peer group’s mispronunciation influences the students.

Gouri, (2001) conducted a study on “The English Language Achievement of Manipal University Arts Graduates.” The objective was to assess as precisely as possible the English language achievement of Manipal University arts students. The investigator first thoroughly reviewed the four existing of language models. She has also analysed the compulsory English textbooks prescribed for the UG course. The tools are a comprehensive language testing design and an achievement test to measure overall language ability of the arts students. Although 1200 students passed the B.A. examination in 2000, the test was administered only to those students who continued their postgraduate studies. The sample comprised 300 students, i.e., 40 per cent of the total population. The variables such as sex, residence, location of college, mother tongue and subject of specialization, were taken into consideration at the time of testing the significance of difference between their mean achievement scores. The findings showed that there was no significant difference between the performance of male and female students nor between the students whose mother tongue was Kannada and languages other than Kannada. The urban group was superior to the rural group on English language achievement.
2.4.6 FOREIGN STUDIES RELATED TO LANGUAGE COMPETENCE

Ana Cristina Lahuerta Martinez, (2015) conducted a study on “The Written Competence of Spanish Secondary Education Students in Bilingual and Non-Bilingual Programs.” The objective was to compare bilingual and non-bilingual program students’ L2 Written Competence. The sample consisted of 393 Secondary Students enrolled in seven different State Schools in Asturias. The tools used were the Written Composition Activity for 30 minutes. The results show that there are significant differences in written competence between the bilingual and the non-bilingual program groups, with the bilingual program group outperforming the non-bilingual program group; (b) the four measures used to assess writing (fluency, accuracy, lexical and grammatical complexity) develop in tandem. (c) bilingual programs may help to diminish the difference observed in favour of female students when learning a foreign language, and (d) there are significant relationship between all the writing measures studied.

Behnaz Vahabian et. al., (2015) conducted a study on “Bilingualism in Children and its Influence on their Language Competence.” The objective was to examine two aspects of language performance (Verbal Qualification and Vocabulary Comprehension) in bilingualism phenomenon. The sample consisted of 45 children in the range of 3-5 years, of which 15 children who live in Persian Language families that have no desire to Bilingualism is present in parents, 15 children who live in Persian Language families that the desire to Bilingualism is drastic in parents and 15 children who live in minority language families that the desire to qualification in Persian language was dominant in parents. The tools used were Verbal Language Qualification testing protocol and Vocabulary Comprehension Testing Protocol. The Statistical Techniques Mean, SD and ‘t’ test were used. The results show that the
bilingual children have weaker verbal qualification but better vocabulary comprehension.

Susan Njeri Mureithi, (2015) conducted a study on “Language Competence in selected Functional Writing Skills in Selected Public Secondary Schools in Aguthi Division Nyeri Country.” The objective was to identify and describe learners’ writing difficulties in selected functional writing skill areas, investigate and describe the kind of support and exposure teachers give learners in their functional writing tasks and establish how this support and exposure influence the teacher in assessing functional writing for effective communication in selected functional writing skills like internal memos and formal letters. Qualitative approach was adopted for a sample of 40 students from Aguthi division, Nyeri Country. Functional Writing Test, Observation Schedule for teachers of English and Interview Guide were the tools used. Statistical technique such as percentage analysis was used. The study revealed that the learners were not having enough practice on this writing skill and the use of limited teaching resources contributed to the many difficulties in their writing.

Muhammad Umar Farooq, (2014) conducted an empirical study on “Emotional Intelligence and Language Competence: A Case Study of the English Learners at Taif University English Language Centre.” The main objective was (i) to find out the relationship between emotional intelligence and foreign language competence (ii) to identify the effects of EI on the language competence of the English language learners at TUELC. The sample comprises of 200 undergraduate English language learners at male and female campuses. The tools used were Bar-on Emotional Intelligent Quotient Inventory and Academic Achievement in English language based on assessment of four skills. Statistical Techniques used were percentages, mean, frequency, standard deviation, Pearson Product Moment
Correlation Co-efficient and ‘t’ test. The result revealed that EI has significant correlation with the language competence of the students and EI also affects students English language competence.

Ahmed Aiyad Gaibani, (2014) conducted a study on “Determining the role of English Language Competence in Influencing the Public Speaking Anxiety of International Post Graduate Students at the University of Utara, Malaysia.” The objective was to investigate the roles of English language competence in influencing the public speaking anxiety among the post graduate students. The study adopts quantitative approach with survey as research method. The sample consisted of 108 post graduate students of intensive English language program of the University, Utara, Malaysia. Questionnaire Survey was used as tool. Statistical Analysis such as percentage analysis and correlation analysis was used for the study. The results revealed that English language competence has a significant negative effect on public speaking anxiety.

Stacy L. Carter et. al., (2013) conducted a study on “Enhancing Foreign Language Competency Using the Cover, Copy, Compare Technique: An Exploratory Evaluation”. This study is a novel utilization of the cover, copy, compares (CCC) technique for teaching a foreign language. The main objective was to examine the efficacy of CCC procedures for enhancing the acquisition of foreign language vocabulary for three 15-year-old students diagnosed with a learning disability in reading. Data were collected through an assessment of the accurate translation of three sets of Spanish words to their English equivalences. Statistical technique such as percentage analysis was used for the study. The results demonstrated that as the three participants became more fluent in utilizing the CCC procedures, their rate of foreign language vocabulary acquisition increased.
Sakwe George Mebotake, (2013) conducted an empirical study on “The impact of Language Competence on Translation Performance – A Case Study”. The main objective was to assess to what extent language competence accounts for translation achievement and to raise awareness of the actual linguistic challenges facing trainee translators. The sample consisted of 30 students of the Advanced School of Translators and Interpreters of the University of Buea in Cameroon. The tool was a protocol test of a 300 words Translation into English. Statistical Technique such as percentage analysis was used. The results demonstrate that poor performances in the translations of students in ASTI are not due to their lack of training in translation methods and skills but largely to their inadequate mastery of the working languages. The proposals made are meant to contribute significantly to the realization of the aims of translator training.

Markovic et. al., (2011) conducted a study on “The Analysis of Language Competence and Students’ Needs in Teaching English for Medical Purposes to Students of Medicine, Dentistry and Health Care”. The main objective of the study was to determine the level of students’ language skills, knowledge of general English and medical vocabulary of academic writing in English and to determine which of the skills have the greatest priority in teaching English for Medical Purposes. The sample consisted of 114 students of Medicine (45), Dentistry (33) and Health Care (36) at the Medical School of Novi Sad University. The tool used was questionnaire. Statistical technique such as percentage analysis was used for the study. Students’ skills were analyzed according to the average grade acquired through the students’ self-evaluation. The distinction was made between the general language skills and the knowledge of medical vocabulary and academic writing. The difference in the level of knowledge between different study groups’ points to a need of a student oriented
teaching programme. The analysis of needs shows the importance of all language skills which have to be included in the course of teaching English for Medical Purposes.

2.4.7 INDIAN STUDIES RELATED TO TEACHING COMPETENCE

Kalaiyarasan, (2015) conducted “A Correlational Study of the Teaching Competency of the Student Teachers in respect to Intelligence and Aptitude”. The objective was to study the level of intelligence, aptitude and teaching competency of student teachers and to study the relationship between teaching competency and aptitude, teaching competency and intelligence, intelligence and aptitude of the student teachers. Survey method has been used for the present study. The sample comprised of 200 B.Ed., students from 5 colleges of Education located in Sivagangai district, Tamil Nadu. The tools used were General Teaching Competency Scale (GTCS) A Classroom Observation Schedule developed by B.K. Passi and M.S. Lalitha, Dahiya and Singh Teaching Aptitude test for measuring the aptitude of the student teachers and a group test of general mental ability revised by Dr. S.Jalota for measuring the intelligence of the student teachers. The statistical techniques mean, standard deviation and Pearson’s product moment correlation were used. The findings reflected that the student teachers have an average level of aptitude. The intelligence level of the student teachers is fairly good. There exists a very high significant positive relationship between teaching competency, intelligence and teaching competency, aptitude and intelligence.

Regina Selvakumari et. al., (2015) conducted a study on “Relationship between ICT Skills and Teaching Competency of B.Ed., Trainees”. The objective of the study was (i) to find whether there is any significant difference between male and female, below 25 year and 25 year and above B.Ed., trainees in their ICT skills and
teaching competency. (ii) to find out whether there is any significant relationship between ICT skills and teaching competency in B.Ed., trainees. The sample consisted on 300 trainees from 10 colleges in Tirunelveli district. The survey method was used. The tools Information and Communication Technology Skills Scale adopted from Febila Joseph in (2008) and Teaching Competency Scale validated by the investigator were used. The statistical techniques percentage analysis, ‘t’ test, F-test and Pearson’s product moment correlation were used. The findings revealed that there is significant difference below 25 year and 24 year and above in ICT skills and teaching competency. There is no significant difference between male and female trainees in their ICT skills and teaching competency. There is significant relationship between ICT skills and teaching competency of B.Ed. trainees.

Jeyagandhi et. al., (2015) conducted “Teaching Competency among Teacher Trainees of Second Year D.T.Ed., Students”. The main objective of the study was (i) to find out the teaching competency among teacher trainees of second year D.T.Ed., students of DIET (ii) to determine the significant difference between teaching competency with reference to gender, age, locality, marital status, staying, parents’ educational qualification and parents’ income. The normative survey method was used. The sample comprised of 85 second year D.T.Ed., teacher trainees of DIET, Madurai. The tool used was Teaching Competency Questionnaire developed by Michael J.Léo and Gnanasekar. T. The data was analysed statistically by Mean, SD and ‘t’ value. The study revealed that there is no significant difference in the mean scores of teaching competency of second year D.T.Ed., teacher trainees with respect to gender, age, locality, marital status, staying and parents educational qualification and there is significant difference in the mean scores of teaching competency of second year D.T.Ed., teacher trainees with respect to parent’s annual income.
Binulal, (2015) investigated “Emotional Intelligence of Student Teachers in Relation to their Social Skills and Teaching Competency”. The purpose of the study was to find out the relationship of emotional intelligence on social skills and teaching competency of prospective teachers. Survey method was used. The sample consisted of 350 student teachers selected from Kollam district of Kerala on the basis of stratified random sampling method. The tools used are Emotional Intelligence Scale by Srinivasan (2012), Social Skills rating scale and Teaching competency scale developed and validated by Binulal K. R. Statistical measures used are percentage analysis, ‘t’ test and correlation analysis. The findings reveal that there is significant positive correlation between emotional intelligence and teaching competency. There exists a significant difference between the teaching competency of student teachers based on locality and educational qualification.

Shirlin et. al., (2014) investigated “Hemispheric Dominance and Teaching Competence – A Study among Student Teachers in Colleges of Education”. The main objective was to find the significance of difference among the student teachers with left, right and integrated hemisphericity in their teaching competence with regard to gender and birth order. Survey method was used. 900 student teachers undergoing the one-year degree course in colleges of education in Kanyakumari, Tirunelveli and Thoothukudi districts. The tool used was Hemispheric Dominance Inventory by Venkataraman (1988) and Teaching Competency Rating Scale by Suneela (2006). Mean, SD, percentage analysis and ANOVA was used for analyzing the data. The findings revealed that majority of the student teachers have left hemispheric dominance. The student teachers with left hemisphere dominance have high level of teaching competence than the integrated and right hemisphere dominated student teachers.
Santhosh Areekkuzhiyil, (2014) conducted a study on the “Teaching Competence of Student-Teachers at Secondary Level”. The objectives was (1) to study the level of teaching competence of student-teachers in various performance aspects of teaching (3) to analyze whether there is any gender difference in teaching competence of student-teachers (4) to study the teaching competence of student-teachers teaching different subjects at secondary level. The study was empirical one based on primary data. Cross sectional study design was used. The sample consisted of 150 student-teachers at secondary level in Puducherry State. The Statistical Techniques used was test of significant difference between means, one sample ‘t’ test, one way ANOVA and Turkey HSD test. The findings revealed that (1) the student-teachers have average level of teaching competence, (2) male student-teachers possess higher level of teaching competence than female student-teachers, (3) the student-teachers teaching mathematics possess comparatively lower level of teaching competence than the student-teachers teaching languages, science and social science.

Panimal Fathima et. al., (2014) conducted a study on “Enhancing Teaching Competency of Graduate Teacher Trainees through Meta-Cognitive Intervention Strategies”. The objective was to assess the level and find out the effect of meta-cognitive intervention strategies on teaching competency in graduate teacher teaching student. Experimental method was adopted for the study. 30 trainees (13 girls and 17 girls) of physical science optional of Alagappa University College of Education, Karaikudi, Tamil Nadu formed the sample. Single group pre-test treatment post-test design and purposive sampling technique was followed. Self-made Meta Cognitive Intervention Strategies and Teaching Competency on Science tools were used. Statistical techniques Mean, SD, ‘t’ test and Product Moment Correlation was used. The findings revealed that there was significant difference between pre and post
assessment scores of MCIS and there was significant correlation between post
assessment of MCIS and teaching competency in physical science.

Mandeep Kaur et. al., (2014) designed “Teaching Competency of Secondary
School Teachers in Relation to Emotional Intelligence”. The objective of the study
was to examine the relationship between teaching competency and emotional
intelligence of secondary school teachers. 100 teachers from government and private
secondary schools of Amristar district were taken as sample. The tools used in the
study included General Teaching Competency Scale (Passi and Lalitha, 2011) and
Emotional Intelligence Scale (Ayde, Pethe and Dhar, 2002). The findings of the study
reveal a significant positive relationship between teachers’ teaching competency and
their emotional intelligence.

Jagminder Kaur et. al., (2014) conducted “A Study on Occupational Efficacy
and Attitude of Teacher Trainees towards Teaching Profession in Relation to their
Teaching Competence”. The objective was to study the conjoint contribution of
attitude towards teaching and occupational efficacy and its prediction on teaching
competence of teacher trainees. The sample consisted of 584 teacher trainees (230
male, 354 female and 287 science and 297 arts discipline from different colleges of
education affiliated to Punjab University. The tools General Teaching Competency
Scale (Passi and Lalitha, 2009), Teaching Attitude Inventory (Ahluwaliah, 2006) and
Occupational Efficacy Scale (developed by the Investigators) was used. The
statistical technique of Step-up Regression Equation was employed. The findings
revealed that the contribution of occupational efficacy and attitude towards teaching
after combining to teaching competence is not significant.

Vasantha et. al., (2014) conducted “A Study on Teaching Goals and Teaching
Competency of B.Ed., Teacher Trainees”. The main objective was to compare the
teaching goals of B.Ed., teacher trainees and teaching goals and teaching competency of B.Ed., teacher trainees with respect to gender. Normative survey method was used and random sampling technique was employed with the sample size of about 182 B.Ed., teacher trainees of Government and Government Aided Institutions were taken for the study. The tools used was Teaching Goals Questionnaire constructed and standardized by the investigator and B.Ed., practical marks has been collected from the respective B.Ed., colleges for the teaching competency. Statistical techniques such as Mean, SD, ‘t’ test and Karl Pearson product moment correlation was used. The findings showed that the mean score of teaching goals of male B.Ed., trainees is comparatively higher than female B.Ed., trainees. There exists a significant difference in teaching competency of B.Ed., trainees based on gender.

2.4.8 FOREIGN STUDIES RELATED TO TEACHING COMPETENCE

Necla Koksal, (2014) conducted a study on “Competencies in Teacher Education: Pre-Service Teachers’ Perceptions about Competencies and their Attitudes”. This study aims to identify the general teaching competency levels and professional attitudes of pre-service teachers who are to graduate from four-year education faculties. It was conducted with a total of 379 senior-year students who were attending Pamukkale University Education Faculty during the spring term of the 2008 to 2009 academic year. Data were collected by using the “general teaching competencies self-assessment form” and the “scale for attitudes towards the teaching profession”. The results showed a positive and meaningful relationship between general teaching competency perceptions and attitudes towards the profession.

Eric C.K. Cheng, (2013) presented an evaluation study of an innovative and theory-based initial teacher education course entitled “Learning Study: Nurturing the Instructional Design and Teaching Competency of Pre-Service Teachers”. The aim of
which is to develop the instructional design and teaching competency of pre-service teachers in Hong Kong. The Learning Study course is offered to all second year students as part of the Bachelor of Education programme of the biggest teacher education institute in Hong Kong. A total of 341 pre-service teachers participated in a quasi-experimental design questionnaire survey. A structural equation model was applied to explore the relationship between the activities of their learning process and their learning outcomes. Theory-based tutorials, consultative support, and research practicums are confirmed to be the predictors of learning outcomes which include instructional design skills, teaching competency, and clinical experience. This paper proposes Learning Study as a model to help pre-service teachers develop their instructional design skills and teaching competency.

Josta L. Nzilano, (2013), conducted a study on “Pre-service Teachers’ Teaching Competencies: the Experience of Practising Teaching in Secondary Schools and Teacher Colleges”. The objective was to assess the effectiveness of pre-service teachers in managing classroom teaching and learning activities. Sample size included 30 pre-service teachers from Tanzania’s University of Dares Salaam and the heads of 6 secondary schools and 2 teacher education colleges in Rukwa region. The tools were a Questionnaire, Semi-Structured Interviews, Portfolio Reviews, and Classroom Observations. The qualitative and quantitative data analysis techniques were used concurrently. The findings revealed the limited competencies among pre-service teachers in classroom teaching.

Islam H. Abu Sharbain et. al., (2012) conducted ‘Pre-service Teachers’ Level of Competence and their Attitudes towards the Teaching Profession”. In this study, the relationship between pre-service teachers’ level of competence and their attitudes towards the teaching profession was investigated. Observation card and a
questionnaire on attitudes were administered to a sample of 41 male and female pre-service teachers from 4 universities in the Gaza strip, Palestine. Results showed that the teachers’ competency level correlated strongly with their attitudes before and after training. The paired samples t-test indicated that the training improved their competencies as well as their attitudes.

Irem Kizilaslan, (2011) attempted to study the “ELT Student Teachers’ Competence for Teaching Language Skills: a Qualitative Exploration”. The objective was to explore the ELT student teachers’ competence regarding specifically the teaching of language skills, namely speaking, listening, reading and writing. It was a qualitative study. The sample consisted of 21 (7 male and 14 female) senior ELT student teachers’ from a comprehensive State University in Turkey. Field Notes, Semi-Structured Interviews and follow-up focus and Observation of Student Teachers during their teaching practice experiences were the tools used. Findings indicated that student teachers do not possess all the competencies required by the Ministry and there is still room for improvement.

Arzu Tasdelen Karckay et. al., (2009) conducted a study on “The Effect of Micro Teaching Application on the Pre-Service Teachers’ Teacher Competency Levels”. The objective was to examine the effect of the micro-teaching application on teacher competency level of early childhood pre-service teachers. The sample consisted of 76 pre-service teachers of early childhood teaching department’s normal education and second education students at Cumhuriyet University. The tools used were Personal Information Form and Prospective Teacher Competency Scale developed by Erisen and Celikoz (2003). The method pretest - posttest design of experimental research model has been used without control group. The statistical techniques paired samples ‘t’ test and ANOVA test were used. The findings revealed
that the micro-teaching activity may affect students’ teacher competency levels positively.

Gurkay Birinci et. al., (2009) conducted a study on “Pre-Service Teachers’ Competency Perceptions Regarding Technology Planning”. The aim was to evaluate the pre-service teachers’ competency perceptions regarding technology planning in terms of gender and grades. A questionnaire with 29 items was used to collect data from 122 students attending to the Department of Computer Education and Instructional Technologies. The results revealed that the students perceived themselves as competent about technology planning process; and there was no significant difference between groups in terms of gender, however the 3rd and 4th grade students perceived themselves competent more significantly than 2nd grade students.

2.5 CRITICAL REVIEW

Review of Indian and Foreign studies clearly brings out that no attempt has been made on the present study. The investigator reviewed the studies done in India as well as in abroad, which related to the present study, “A Study on Self-Concept and Attitude towards English Teaching among the Secondary Grade Teacher Training Student Teachers in relation to their Teaching Competence”.

The reviewed studies are totally 63 studies of which 33 are Indian Studies and 30 are Foreign Studies related to the problem. Among them 10 Indian Studies and six Foreign Studies on self concept, nine Indian Studies and nine Foreign Studies on attitude towards English teaching, four Indian Studies and eight Foreign Studies on language competence and 10 Indian Studies and seven Foreign Studies on teaching competence. In the Foreign Studies, the sample varied from 2015 to 2003. In Indian Studies, the sample varied from 2015 to 2001.
In most of the studies the researchers have used survey method and in a few studies the experimental method has been used. In almost all the studies random sampling techniques have been used for selecting the sample.

Various research tools have been used for data collection. In all the studies the researchers have taken different tools like Self Concept Questionnaire developed by Raj Kumar Saraswat (1992), Self Concept Scale of Dr. S.P. Ahluwalia’s (1986), Nayak’s Teacher’s Self Concept Scale (2004), Self Concept Inventory by Beena Shah (1986), Self Concept List Rating Scale (SCLRS) prepared by Dr. (Mrs.) Pratibah Deo (1998), Self Concept Questionnaire (2005) of Dr. Rajkumar Saraswats, Chuming Wangs’ Chinese Students Self Concept in English learning (2008), Xiuquan Zhu’s Questionnaire (2005), Self Concept Form (Garcia & Musitu, 2001), Self Concept Scale modified by Pan (2003) from Marsh’s (1992) SQDII, Foreign Language Self Concept Scale by Mustafa ER, Attitude Towards Teaching Profession Scale constructed by Arivalan .T. (2007), Teacher Attitude Scale developed by Dr. J.C. Goyal, Teacher Attitude Inventory developed by Dr. S.P. Ahluwaliah (2006), Attitude Scale designed by Dr. Lilly Epsy Bhai and S. Magthiran, Teaching Competency Scale developed and validated by IGNOV and Attitude Towards Teaching Profession Scale developed by Ponnambalam and Visweshwaran, Questionnaire on Teachers’ Attitude towards the Teaching of English Sounds, Language Attitude Scale designed by Saracaloglu (1992), Language Proficiency Test developed by the CIEFL, Hyderabad, Silent Reading Comprehension Test by B.V. Patel, Self Concept – Tamil (Milligan 2000), Written Composition Activity, Verbal Language Qualification Testing Protocol, Observation Schedule for Teachers of English, Interview Guide, General Teaching Competency Scale, A Classroom Observation Schedule developed by B.K. Passi and M.S. Lalitha, Dahiya, Teaching
Competency Scale validated by S. Regina Selvakumari and S. Arockiasamy, Teaching Competency Questionnaire developed by Michael J.Leo and Gnanasekar.T., Teaching Competency Scale developed and validated by Binulal K. R., Teaching Competency Rating Scale by Suneela (2006), Classroom Observation Schedule (Arekkuzhiyil, 2012), General Teaching Competency Scale (Passi and Lalitha, 2011), Observation of Student Teachers during their teaching practice experiences, Personal Information Form and Prospective Teacher Competency Scale developed by Erisen and Celikoz (2003).

The statistical techniques mean, standard deviation, ‘t’ test, ANOVA, post ANOVA, correlation and regression are used for data analysis. There are various studies conducted in other areas of research but only a few studies are discussed about the relationship between Self Concept, Attitude towards English Teaching, English Language Competence and Teaching Competence.

The present study differs from the studies discussed above in terms of population, area and sample. So the investigator has conducted the study on the relationship between Self Concept, Attitude towards English Teaching, English Language Competence and Teaching Competence.

2.6 CONCLUSION

The investigator from her review of related studies has found that there is need to do research in the field and no study seems to have been directly undertaken to measure the Self Concept and Attitude towards English Teaching of SGTT Student Teachers in relation to their Teaching Competence. The researches conducted in this area of study are minimal. Research gap in this area is felt, so more and more researches are necessary and so it is appropriate to undergo research on this topic for the purpose of improving it through suggestive measures.