Chapter Two

Review of Literature
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The review of literature aims to describe the ‘state of play’ in the area selected for study. That is, it should describe the point reached by the discipline of which the particular research study will form a part. An effective literature review is not merely a summary of research studies and their findings. Rather, it represents a ‘distillation’ of the essential issues and inter-relationships associated with the knowledge, arguments, and themes that have been explored in the area. Such literature reviews describe what has been written about the area, how this material has been received by other scholars, the major research findings across studies, and the major debates in terms of substantive and methodological issues.

2.1 Definition of Review of Literature

The term ‘review of literature’ has been defined in the following ways:

According to Good, Barr and Scates:

“The competent physician must keep abreast of the latest discoveries in the field of medicine. Obviously the careful student of education, the research worker and investigator should become familiar with location and use of sources of educational information.”

According to W.R. Borg

“The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else.”
According to Charter V. Good

“The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.”

According to John W. Best

“Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour.”

2.2 Objectives of Review of Literature

The review of literature serves the following purposes in conducting research work:

1. It provides theories, ideas, explanations or hypothesis which may prove useful in the formulation of a new problem.

2. It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.
3. It provides the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies.

4. It suggests method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.

5. It locates comparative data and findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.

6. It helps in developing experts and general scholarship of the investigator in the area investigated.

7. It contributes towards the accurate knowledge of the evidence or literature in one’s area of activity is a good avenue towards making oneself. This knowledge is an asset ever afterwards, whether one is employed in an institution of higher learning or a research organization.

Bruce W. Tuckman (1978) has enumerated the following purposes of the review:

1. Discovering important variable.
2. Distinguishing what has been done from what needs to be done.
3. Synthesizing the available studies to have perspective.
4. Determining meanings, relevance of the study and relationship with the study and its deviation from the available studies.
Edward L. Vockell (1983) has pointed out the following two purposes:

• The main purpose of this review is to put the hypothesis to be examined in the research report into its proper context.
• Secondary purposes of this part of the report are to provide readers with guidelines regarding where they can look to find more information and to establish the author’s credential by letting readers know that the researcher is aware of what has been going on with regard to the current and related topics.

2.3 Studies on Teacher Competence and Student Achievement

Greg Hearn and others (1996) studied ‘Defining Generic Professional Competencies in Australia: Towards a Framework for Professional Development’. This study examines the extent to which there are competencies which are generic to professions in Australia. The seven professions of accountancy, architecture, human resource management, marketing, social work, and teaching from around Australia were surveyed using an 80-item questionnaire. The questionnaire was developed by reviewing the literature on professional competencies; work-shopping with representatives of the professional groups with nominal group technique and small group discussion; and using a preliminary study of individuals in four professional groups. A factor analysis, accounting for 51.9 percent of the total variance, extracted nine factors: Problem-solving, Others Orientation, Professional Involvement, Internal Frame of Reference, Emotional Competence, Influencing, Organizational Knowledge, Productivity, and Client Orientation. This study discusses the implications of these results for the education of professionals, for human resource managers involved in the selection, training and development of professionals, and for the transition of professionals to managers. These
issues are of increasing importance to human resource managers in their role as developers of organizational capability. (Greg Hearn, Anna Close, Barry Smith and Greg Southey, Queensland University of Technology, Australia, Asia Pacific Journal of Human Resources, Vol.34, No.1, Pp.44 – 62, 1996).

Robin Jones (1996) studied ‘The Professional Competencies movement and special Education’. The author disclosed that the teacher competencies movement in Australia is part of the larger national movement which is concerned about competencies statements for all trades and professions. Special educators are not exempt so that professional competencies statements or lists either are, or will be, developed for this profession. In the formulation process several issues and challenges will need to be addressed: the definition of the term “competencies”; the question of generic versus lists re specific disabilities; the purpose(s) of these lists; their dangers and benefits. We would do well to consider these issues now. We should also consider whether such lists or statements can encapsulate the essence of what good special education teaching is about. (Robin, Jone, University of New England, Armidale, NSW, Published by Australian Journal of Special Education, Australia, Vol.20, Issue 1, Pp.40 – 48, 1996).

Malm, Birgitte, Lofgren and Horst (2006) In this study, data show that students perceive teacher competence as an integrated whole. Positive evaluations in various areas are highly correlated. However, seven specific teacher competences could be identified. This study has also identified that there are often big differences between classes with regard to teaching and students’ achievement. This study also shows differences between classes in respect of attitudes, self-confidence, conflict handling strategies and teacher competence. Of these, the biggest differences were found to be those related to the seven components of teacher competence. In testing a causal model we have been
able to show that there are high correlations between teacher competence, school attitudes and self-confidence, and that these three factors are significantly related to students’ ways of handling conflict situations (Malm, Birgitte, Lofgren and Horst, ‘Teacher Competency and Students’ Conflict handling strategies’, Research in Education, Australia, November, 2006)

Burriss, Kathleen and Burriss, Larry (2004) studied ‘Competency and Comfort: Teacher Candidates’ Attitudes toward Diversity’. The purpose of this study was to identify and describe teacher candidates’ perceived levels of competency and comfort in teaching diverse student populations. (Burriss, Kathleen and Burriss, Larry, ‘Competency and Comfort: Teacher Candidates’ Attitudes toward Diversity’, Journal of Research in Childhood Education, Washington, USA, April 1, 2004).

Gretchen Mc.Allister and Jacqueline Jordan Irvine (2000) studied ‘Cross Cultural Competency Multicultural Teacher Education’. The text of the article disclosed that Teachers require support as they face the challenge of effectively teaching diverse students in their classrooms. Teacher-educators have used various methods to foster change in teachers’ thinking, attitudes, and behaviors regarding cultural diversity, but these efforts have produced mixed results because they often focused on content rather the process of cross-cultural learning. The purpose of this review is to examine three process-oriented models that have been used to describe and measure the development of racial identity and cross-cultural competence. These models include Helm’s model of racial identity development, Banks’s Typology of Ethnicity, and Bennett’s Developmental Model of Intercultural Sensitivity. Research using the models revealed insights for multicultural teacher education in assessing readiness to learn, designing effective learning opportunities, and providing appropriate support and challenge for teachers. (Gretchen McAllister and Jacqueline Jordan

David Carr (2006) studied ‘Is Understanding the Professional Knowledge of Teachers a Theory-Practice Problem? In this study the currently fashionable professional ideal of reflective practice has focused on how good teaching might be informed by theoretical (invariably social scientific) enquiry and has been commonly construed as a matter of the effective application of theory. This paper rejects techniques assumptions underpinning the idea of applied theory, tracing them to confusion between two different sorts of practical deliberation, prognosis and techno. Understanding professional reflection primarily in term of prognosis calls into doubt both the precise role of genuine theoretical studies in professional reflection and the very status as theoretical of the sort of the principled understanding and deliberation required for the wise conduct of education. (David Carr, Heriot-Watt University, Great Britain, Journal of Philosophy of Education, Vol.29, Issue 3, Pp.311 – 331, 2006).

Compton, Lily, K.L. (2009) studied ‘Preparing Language Teachers to Teach Language Online: A look at Skills, Roles, and Responsibilities’. This paper reviews and critiques an existing skills framework for online language teaching. This critique is followed by an alternative framework for online language teaching skills. This paper also uses a systems view to look at the roles and responsibilities of various stakeholders in an online learning system. Four major recommendations are provided to help language teacher training programs prepare future language teachers for online language teaching. (Compton, Lily, K.L., ‘Preparing Language Teachers to Teach Language Online: A look at Skills, Roles, and Responsibilities’, Journal of Computer Assisted Language Learning, Vol.22, No.1, Pp.73 – 99, -2009, Online Publication by Educational Journal – 824747).
2.3.1 Studies in India

Sharda Kaushik (2011) conducted a study Teaching English in Indian contexts: towards a pedagogic model. This study addresses an important problem in English pedagogy in one Outer Circle context, that of India, in that it investigates the match between the stated goals of English teaching in the policy documents and their implementation in actual curriculum, teaching and testing practices. In order to achieve a better match, the study suggests more use of local sample texts in teaching materials. In turn, in order to test the acceptability of local norms, the study describes the results of testing the acceptability of a number of unique Indian English items by several groups of ‘educated’ Indian English users by means of a questionnaire.

The study conducts an attitudinal survey of subject response to Indian variants drawn from the print media and after evaluating the findings, evaluates the implications of the findings.

The issues addressed in the questionnaire used for the survey are:

- attitude towards acceptance of variants of Indian English;
- order of acceptance of variants of Indian English;
- comparative acceptance of each element or aspect of Indian English.

The study finds that the initiators of Indian variants:

- are willing to accept the inflow of variants in the area of formal instruction, namely, the classroom;
- are not ready to accept just any and every Indian variant.

The findings of the survey are as follows:

- Indian English is not one homogenous body but has multiple variations and it cannot be accepted or rejected as a whole.
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• Coinage of lexical items within the rules of SBE was accepted in near totality by the respondents, for instance *bride-burning, lumpenisation*, etc.

**Sreekala E.(2008) presented a paper** “Academic Achievement of Students: Implementation of a Theoretical Model of Personal Causation in the Classroom” This paper is based on an interventional training programme, implemented among the high school students of Kerala state. The study, by implementing the personal causation training programme, intended to help students to originate their own behaviour and to seek their own goals and to improve their Academic Achievement, not being pushed around by others like a pawn. The Origin- Pawn dimension, drawn originally from motivational theories could potentially be applied to educational settings. If children could be encouraged to originate their own behaviour, then, it would seem, they could be more of origins in school. The students were exposed to the training programme developed by the researcher for about one month after a pre test on Origin belief. A post test was then conducted. Academic Achievement scores were collected from the school records. The results of the study showed that the students improved their Academic Achievement significantly with a significant improvement in Origin behaviour which is associated with taking responsibility to control their own learning behaviour.

Objectives of the study were: 1. To find out the effectiveness of the training Programme on Origin behaviour of students 2. To find out the effectiveness of the training Programme on Academic Achievement of students.

Findings of the study: The Origin Pawn distinction is often seen as synonymous with internal /external locus of control and intrinsic/ extrinsic motivation (de Charms 1976) .Whenever a person experiences the self to be the locus of causality for own behaviour (feelings of origin), the person is considered to be
intrinsically motivated. In the present study, the Personal causation training helped the students in taking personal responsibility and they improved their Academic Achievement when embedded in subject matter. An attribution training conducted by Perry, Hechter, Menec & Weinberg (1990) suggest that cognitive factors influencing students’ perceived control (e.g., internal/external locus) must be taken into consideration when remedial interventions for Academic Achievement are developed. This study confirms the results of the present study. Wentzel (2002) found that social and task-related goal pursuit contributing to personal locus of control independently contributes to Academic Achievement. Garrison & Broussard (2004) found in their study that higher levels of mastery motivation and judgment motivation were related to Academic Achievement in elementary school children. The findings from the current study were consistent with previous researches in that the relationship between motivation and academic success has been well established. It is to be noted here that in the present study, the personal causation training was given in integration with the Academic subjects. Models need to be incorporated to real classroom activities to help the students to improve their motivation and Academic Achievement. The school systems that stress competitive achievement in their pupils and base teacher evaluation entirely on the current popular accountability may be overlooking one of the most important sources of motivation, the feeling of personal causation that derives from internally imposed personal responsibility. These training programmes are not an end in itself. Students need to be continuously motivated and kept on the track to be more focused on their goals to contribute towards national development.

Rama Meganathan’s study (2009) English Language Education in Rural Schools of India: The Situation, the Policy and the Curriculum attempts to bring in the issues related to English language education situation in rural schools in India, the state policy on language education, quality questions in
second / foreign language education through an analysis of language policy practices and the curriculum and syllabi of five states (provinces) in the country. The language policy in school education emerged as a political and social consensus, though established equality among the languages in school education, is somehow heading for a competitive bi / multilingualism in which the English language is (perceived to be) over taking Indian languages. On the contrary the quality of English language education in majority of Indian schools presents a very appalling picture. Teacher’s language proficiency, exposure to language and materials are major concerns for quality English language learning. An analysis of curricular statements and syllabi of the states of Andhra Pradesh, Madhya Pradesh, Mizoram, Manipur and Nagaland reveals how planning for language in education is not looked at holistically in terms of basic assumptions about language learning / acquisition (how language learning takes place), learner profiles and the contexts in which learning takes place, and the recent developments in language learning-teaching. Most states refuse to move beyond the good old structural approach of the 1950s and the 60s, while they stress for communication skills to help the learner for an upward movement. This, in reality, reveals the paradoxical situations of an English language education which would further place the rural learner in a very disadvantaged situation. His conclusion Addressing the Rural learner’s needs is as under:

If the teaching-learning situation is to be made rural learner centered, the curriculum in language education needs to:

i. Have a holistic approach to language planning where language education is perceived as whole in which English language education find its complementary and supplementary role.
ii. Use the languages of children as a resource for teaching-learning of languages and other content subjects (NCF -2005). Adopting the multilingualism as strategy for learning of languages and other subjects will help the rural learner finding their contexts and connecting their life outside the school with happenings of the classroom.

iii. Create (English) language environment in the classroom and attempt to enable the learner to explore finding the language in use outside the classroom. This requires bilingual proficient teachers, who are conformable in the mother tongue(s) of children and in English. The activities and assignments that would demand children to move beyond the textbook and the classroom in finding to use the language. Newspapers, radio, TV and computers could be exploited for the purpose.

Kambhampati Prasad (2007): Influence of Motivation, Competence and Aptitude of the Teachers on their English Teaching Ability

The objectives of the study are as under:

1. To find out the relationship between English language teaching ability, motivation, teaching aptitude and teaching competence of teachers.

2. To find out the influence of motivation of teachers on their English Language Teaching Ability.

3. To know the influence of components of motivation, namely, ‘Drives’ and ‘Sentiments’ on English language teaching ability of teachers.

4. To know the influence of various sub-components of Drives (Ergs), such as, Mating, Assertiveness, Narcism, Fear and Pugnacity on English Language Teaching Ability of Teachers.
5. To know the influence of various sub-components of sentiments, such as, Self-concept, Super-ego, Career, Sweet-heart spouse and Home-parent on English Language Teaching ability of Teachers.

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

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

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

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

10. To find out the influence of various sub-components of Presentation of Teaching Competence, such as, Introduction, Questioning, Probing Questions, Explanation, Illustration, Attention, Student Participation, Speed of Presentation and Black Board Summary on English language Teaching Ability of Teachers.

11. To know the significance of difference between different categories of demographic variables in respect of motivation, teaching aptitude, teaching competence and English Language Teaching Ability of Teachers.

Findings of the study are as under:

1. There is a significant positive relationship between motivation and English Language Teaching Ability. There is a significant negative relationship between major components of motivation, namely, “Drives” and “Sentiments”. Higher the degree of sentiments, lesser would be the degree of drives.
2. There is a highly significant positive relationship between Teaching Aptitude of Teachers and their English Language Teaching Ability.

3. There is a highly significant positive relationship between teaching competence of teachers and their English Language Teaching Ability.

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

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

6. There is a highly significant positive relationship between Teaching Aptitude of Teachers and Teaching Competence.

7. Motivation does not act as a predictor of English Language Teaching Ability. “Career” one of the sub-components of the sentiments-a component of motivation does predict the English Language Teaching Ability of the Teachers. As per the regression analysis, ‘Sentiment’ – a component of motivation does predict the Teacher’s English Language Teaching Ability. Regression analysis proves that “Pugnacity” a sub component of Ergs (Drives) does predict the English Language Teaching Ability. “Career sentiment”, “self-concept sentiment”, sub-components of sentiments of motivation do predict the teacher’s English Language Teaching Ability. “Sweet Heart Spouse” sentiment
and “Home-Parental” sentiment do not predict English Language Teaching Ability.

8. Teaching Aptitude of the teachers do predict their English Language Teaching Ability. Various sub-components of teaching aptitude, namely, Professional information, interest in profession and attitude towards children do predict the English Language Ability of the teachers.

9. Teaching competence of teachers do predict their English Language Teaching Ability. As per the regression analysis, it may be inferred that Black Board summary, Explanation, Attention and Questioning, the various components of presentation of teaching competence do predict the English Language Teaching Ability of the Teachers. Introduction, probing questions, illustration, student participation, speed of presentation do not act as predictors of English Language Teaching Ability of Teachers.

10. There is a significant difference between male and female teachers in respect of their motivation, teaching competence and teaching aptitude. As regards English Language Teaching Ability, male teachers do not differ significantly from female teachers.

11. Special Training in English would not be a contributing factor for an improvement or for better stand of various components of motivation, competence, aptitude and English Language Teaching Ability.

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

13. There exists a significant difference between teachers working in government and private schools in respect of their motivation, whereas, no
significant differences have been found in their teaching aptitude, teaching competence and English Language Teaching Ability.

14. Teachers with more experience are holding a high degree of fear. Teachers with less than 10 years of experience are more conscientious and possess a high degree of super-ego and teachers with more than 21 years of teaching experience have been found to be less conscientious. Teachers with 11-20 years of experience showed more interest in “career” as compared to all other categories. There exists no significant difference between teachers belonging to different categories of experience in respect of their teaching aptitude, teaching competence and English Language Teaching Ability.

15. There exists a significant difference in the English Language Teaching Ability of Teachers with high, average, and low levels of motivation, teaching aptitude, and teaching competence.

The work of Umer Farooque (2005) “English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools of Kannur District” has the following objectives methodology and findings:

Objectives of the Study:

1. To measure the English Language Competence of Teachers in different School Subjects.

2. To measure the achievement levels of students of Standard IV in English, Mathematics and EVS.

3. To find out the relationship exists between English Language Competence of Teachers and Achievement of Students.

4. To find the difference based on the following background variables in terms of the English Language Competence of Teachers.a. Sex b. Type of
5. To find the difference in achievement levels of students in different subjects with respect to the variables: a. Sex b. Mother’s Occupation c. Father’s Occupation

6. To identify the difficulties of Teachers while transacting different School Subjects, through English as the medium of instruction.

7. To find the relationship between transaction difficulties and Language Competence of Teachers.

The findings of the study are quite revealing.

... Sex wise comparison indicates that female students were found to have better learning ability than those of male students. This was found true in case of EVS, English and Mathematics.

... It has been found that children whose Mother’s occupation is in administration/management sector were found to have higher achievement in EVS and Mathematics, whereas, children whose Mothers’ Occupation is business/agriculture were found to have higher achievement in English Language. The overall achievement of children whose Mothers’ Occupation is business/agriculture was found better than that of others.

... Children belonging to Group IV employees were found to have higher achievement in EVS and Mathematics and children whose Father’s Occupation is administration/management were found to have higher achievement in English, as well as, overall achievement than the other groups.
.. Every English Medium School in Kannur district was found to function with a good number of teachers who were not found to have adequate proficiency in English Language.

.. A majority of the available teachers in these English Medium Primary Schools were found to have no level specific specialized teacher education.

.. The existing qualification of the Teachers were not found to help the Teachers in acquiring good English Language Proficiency.

.. Teachers with English Language background performed higher than the teachers who completed their Education in Malayalam Medium Schools.

.. There was felt a need of in-service programs to overcome the transactional deficiencies.

.. There was found a significant positive correlation between Teachers’ English Language Proficiency and Learners’ Achievement. It is an interesting and appealing Study on English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools.

Singaravelu G. (2001) has the objectives, methodology and findings of his work A Study of the Problems of Students of Higher Secondary Classes in Learning English as a Second Language in Thiruvarur District as under:

Objectives of the study: (1) To identify and analyze the general problems of the students of higher secondary course in learning English as a second language in Thiruvarur district; (2) to study the availability of general facilities and curriculum experiences provided by the teachers for learning English language; (3) to study the problems faced by the students in writing essays, usage of phrases and idioms, understanding stress shift, using conjunctions and sentence pattern; (4) to study whether there is any difference in the problems faced by the
students in pronunciation, learning grammar of sentence pattern, habit of hearing news, rectifying the errors of exercises, memorisation without understanding, remedial teaching on the bases of different variables such as sex, locality and type of management; (5) to study whether there is any significant relationship between the opinion of the teachers on the problems faced by the students in pronunciation, understanding grammar, using punctuation marks, mother tongue interference, guidance of parents and different variables such as sex, experience, locality and type of management.

Findings of the study: (1) Students of higher secondary in Thiruvarur district had some specific problems in learning English as a second Language. (2) Students faced the problems in writing essays, phrases and idioms, using conjunctions and sentence pattern. (3) There was significant relationship between the problems faced by the students in pronunciation, learning grammar, knowledge of sentence pattern, habit of hearing news, rectification of homework, memorisation without understanding, remedial teaching and different variables regarding sex, locality and type of management. (4) There was significant relationship between the opinion of the teachers on the problems faced by the student, in understanding grammar, using punctuation marks, mother tongue interference, guidance of parents and different variables such as sex, locality, experience and type of management.

The Study of Kusuma Harinath, P. (2001). “A Study of certain Factors Related to Learning Disabilities in English among School Students” had the following:

Objectives of the study: (1) To identify the number and percentage of students with reading, writing and spelling difficulties in English; (2) to study the intelligence, personality-based difficulties; (3) to study awareness of the study
in reading, writing, spelling; (4) to study the awareness of parents and teachers towards the learning difficulties of the students.

Findings of the study: (1) The study revealed that 2380 students of Classes VI and VII, 243 students were identified as students with learning difficulties in English. (2) Most of the students with learning difficulties had low level and intelligence. (3) It was found that boys experience more learning difficulties than girls. (4) Parents’ occupation influences reading difficulties. (5) Rural students had more learning difficulties. (6) No parent had any awareness in education. (7) There was a significant relationship with parents attitude.

The research work of Pada, M. (2000) “Analysis of Relationship between Academic Achievement and School Interventions of Class IX students” has the following objectives, method and findings:

Objectives of the study are:
1. To find out the effect of school interventions on academic achievement in different categories of schools;
2. to assess interrelationship between academic achievement and interpretations provided in different categories of schools.

Findings of the study are:
1. All categories of school differed significantly from one another as regards the academic achievement of the learners.
2. There is no significant difference in school intervention score between government and non-government schools.
3. There is no significant relationship between academic achievement and school intervention in government and nongovernment schools. (4) There is marked relationship between academic achievement and school
intervention in the schools managed by ST and SC Development Department. It concluded that there was no significant relationship between academic achievement and school intervention in the schools of Dhenkanai district. Ten references were cited in the study.

The work of Rajagopalan, S.(1975) : A study of the relationships of certain Environmental Factors to Teaching Success in English achieved at thollowinge school level comprises the following:

Major objectives of the study

1. To devise and use a means of identifying the successful, average and poor teachers of English at the school stage.
2. To find the relationship between success in teaching English and the variables of sex, age, size of the family, experience and job satisfaction.
3. To identify the factors with which the teachers were satisfied and dissatisfied.
4. To develop the multiple regression equation for the prediction of teaching success and to analyze the specific nature of teaching success.

Major findings of the study

1. The teachers were, on the whole, only mildly satisfied with their environment.
2. The teachers were satisfied with their headmasters and school organization.
3. The teachers were most dissatisfied with the local community and students.
4. Married teachers were more satisfied with their environment than the unmarried teachers.
5. Teachers’ experience in teaching English determine his success i.e. the more a teacher was experienced the more he was successful.

2.3.2 Studies Abroad

The above studies are by the Indian scholars in the Indian environment. Their findings are important and relevant. But the scope of teaching competency in general and Teaching competency of English as second language in particular is beyond the Indian environment. Studies conducted abroad, where English is taught and learned as second language are also of much importance and relevance. Some studies on teaching competency and Students’ achievement conducted abroad are mentioned below:

**Bipoupout Jean Calvin and Nguefo Evelyn Chumba(2011): Teacher’s pedagogic competence and pupils’ academic performance in English in Francophone schools**

This study aimed at investigating the relationship that exists between Teacher’s Pedagogic Competence and Pupils’ academic performance in English in Francophone schools. The general hypothesis which guided this study was: ‘There is a significant relationship between teacher’s pedagogic competence and pupils’ academic performance in English’. From this main hypothesis stemmed the following specific hypotheses: (i) there is a significant relationship between teacher’s mastery of language and pupils’ academic performance in English; (ii) there is a significant relationship between skills in lesson planning and pupils’ academic performance in English; (iii) there is a significant relationship between skills in lesson presentation and pupils’ academic performance in English (iv) there is a significant relationship between skills in evaluation and pupils’ academic performance in English. Through a survey design, where 150 teachers were randomly selected from 15 schools, the findings revealed that, if
most pupils’ academic performance in English was poor, it was because most teachers did not master this language and they lacked skills in lesson planning, in lesson presentation and in evaluation. To round off this piece of work, some recommendations were made to those at the forefront of education; to Pedagogic supervisors charged with the promotion of Bilingualism and to classroom teachers.

**Fakeye, David O (2009): English Language Proficiency as a Predictor of Academic Achievement among EFL Students in Nigeria**

This paper examined the extent to which Nigerian secondary school students’ proficiency in English predicted their overall academic achievement in Oyo and Osun States of Nigeria. From the population of students in the two states, 400 students were proportionately sampled from eight randomly sampled secondary schools. Two Research questions guided the study in which two Research Instruments namely, English Language Proficiency Test (ELPT) was used. The performance of the respondents in the ELPT was correlated with the students’ annual scores in cores school subjects – Mathematics, Biology and English using Pearson Product Moment Correlation and Linear Regression Analysis at .05 level. The results showed that English language proficiency of the students has a significant positive relationship with their overall academic achievement and that there is a significant impact of English language proficiency on students overall academic achievement. Based on these findings, it is recommended that efforts should be geared towards making the Nigerian students proficient in English as a way of improving their academic performance.

The findings from the study revealed that there is a significant relationship between English language Proficiency and academic achievements of the
subjects studied ($r = 0.499$). This suggests that as English proficiency increases, so does academic success. This finding supports the views of researchers that there is a correlation between proficiency in the language of instruction and overall academic achievement of learners (Ajibade 1993; Feast 2002; Graves 2001). In separate studies, Feast (2002) and Graves (2001) found a significant and positive relationship between English language proficiency and performance at University as measured by Grade Point Average (GPA). Ajibade (1993) found a significant positive relationship between Proficiency in English and achievement in French among Nigeria Secondary School students. This study further showed that proficiency in English does have a significant impact on senior secondary school students academic achievement ($F(1,198)= 18.0; P < .05$). This means that the subjects with higher language proficiency had higher academic achievement scores in the core school subjects and vice-versa. This finding accords perfectly with that of Stern (1992)’s discovery that the weak overall language ability of Iranian undergraduate students affects drastically their academic success in the university semester examinations.

D. O. Fakeye (2010): Students’ Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria

The study was designed to find out the relationship between students personal variables such attitude and academic ability and their achievement in English Language: Four Research Questions were generated for the Study in Lagos State. The instruments used were Questionnaire on Students’ Attitude to English (QSAE) and Students’ Academic Ability Test (SAAT), four hundred 400) senior Secondary II (SSII) Students randomly selected from five (5) secondary schools were involved in the study. A correlational Analysis was run on the variables and their annual scores in English and t-test calculated. The result of the study showed that there was a positive relationship between Students’ Attitude and their academic achievement in English Language. It also
showed significant difference in the academic ability of male and female students with male students having higher academic ability mean scores. Based on the findings of the research, recommendations were made that teachers, should evolve effective teaching and learning strategies to develop students positive attitude to English Language; school administrators should encourage regular attendance of English Language teachers at seminars and workshops to keep them abreast of innovation in the teaching of the subject that can improve students attitude; parents should create conducive home environments for their children to improve their attitudes to English Language; and that teachers of English should consider varying academic ability of learners when planning instructional programmes for them.

**Roger Nunn (2004): Competence and Teaching English as an International Language** : The paper first discusses the need to reconsider the scope of ‘communicative competence’ and then goes on to consider other kinds of competence relevant to EIL including linguistic competence. It critically examines demographic descriptions of World English use in relation to competence and discusses the kinds of competence that are embodied in the corpora that are currently being used for the development of teaching materials. This paper is intended to stimulate discussion in the Asian EFL journal about ‘competence’ and the teaching of English as an International Language.

This paper has attempted to raise some of the key issues in relation to competence and the emerging field of EIL as a stimulus for further debate in the pages of this journal. Proposing what to include rather than what to exclude might prove to be the most helpful approach for promoting the potentially invaluable insights that corpora can provide. Otherwise, a notion of competence that emphasizes “less” rather than “more” might filter down into the world’s classrooms as a justification that “anything goes” providing that it
‘communicates’: a position that has frequently been described to misrepresent communicative teaching in the past.

In spite of concerns about standards that such notions of a reduced “core” might appear to embody, projects that aim at gathering corpora of ELF among expanding circle speakers have an enormous long-term potential for providing invaluable data in several areas. They can enhance our knowledge of intercultural communication by allowing us to examine the operation of intercultural communication in a real-life situation of linguistic equality between participants. They can also provide invaluable linguistic knowledge to draw on for syllabus designers. The problem for most syllabus designers is not what to exclude, but what to include and it is by emphasizing what we can most usefully include that such corpora are likely to provide the most long-term benefits. It has taken many years for now established corpora such as the Bank of English to produce tangible pedagogical results in the form of user-friendly materials designed at improving competence in real language use based on the notion of native-like competence. English used for International Communication involves multiple competences, “more” rather than “less”, and English as a Lingua Franca is a reality that is as yet under-researched and merits increased attention in a supportive and non-polemic atmosphere.

At the same time, it is becoming increasingly urgent to consider in more depth what exactly we mean when we refer to competence in relation to EIL education. The long debate over the last thirty years about the role of linguistic competence in so-called communicative teaching has often concluded that linguistic competence has been neglected. This paper has contended that there is an increased potential for neglecting linguistic competence to an even greater extent in the field of EIL.
Eva Myrberg and Monica Rosen (2009): The Impact of Teacher Competence in Public and Independent Schools in Sweden

The study investigates the influence of teacher competence on third grade students' reading achievement in public and independent schools in Sweden. The data derive from the Swedish participation in PIRLS 2001. Regression analysis was employed to explore the relative effects of several indicators of teacher quality. Teachers' sex, teaching experience, in-service training and co-operation with colleagues had no significant influence on student achievement. Teacher certification for teaching in early grades, though, was shown to have a strong effect on students' mean reading test scores. This effect was as strong in independent schools as in public schools.

Students in independent schools performed better on the reading test than did students in public schools. Controlling for parents' education while entering the two variables teacher education and school type into the regression model, the effect of school type on student achievement disappeared. Though school type had no intrinsic influence it was a mediating factor for parents' education and teachers' education. These effects worked in opposite directions, however. While students in independent schools had better-educated parents, students in public schools had better-educated teachers.

2.4 Gaps in the Studies

From the review of the literature, it can be seen that the concept of teaching competence is complex and that there are many factors which contribute to teacher competence. However, two important aspects have not been addressed. There seems to be a lack of literature on correlation between English language teaching competency and teachers’ attitude towards English language.
Secondly, there is lack of literature about socio-linguistic factors of Jharkhand which have significant bearing upon the teaching competency of teachers as well as on scholastic achievement of students in general and their achievement in English in particular which is regarded as a vital aspect of teacher training.

Thirdly, there is lack of studies conducted on English language teaching competency of teachers, its relationship with teachers’ attitude towards English language and English language achievement of students of secondary schools of Jharkhand.

The present study is in attempt to fill these gaps. An attempt has been made to investigate the factors prevailing in Jharkhand that affect teaching competency of teachers and their bearing upon secondary school students’ achievement in English.