CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The importance of related researches cannot be denied in any research. It works as a guidepost or a lighthouse. The review of related or similar studies not only gives us the direction of new study but also enables us to perceive the gap and lacuna in the field of research concerned.

Review of related literature gives valuable guide to defining the problem, recognizing its significance, suggesting promising data gathering devices, appropriate study design and source of data. Good (1954) remarks that review of related literature is helpful to the researcher in the following ways:

1. Suggests methods of research appropriate to the problem.

2. Provides ideas, theories, explanations or hypotheses valuable in formulating the problem.

3. Locates comparative data useful in the interpretation of the results.

4. Contributes to the general scholarship of the investigator.

Turney and Robb (1971) state that the identification of a problem, development of a research design and determination of the size and scope of
the problem, all depend to a great extent on the ease and intensity with which a researcher has examined the literature related to the intended research.

The review of related literature will show the proper path to the investigator and give deep insight in his study. It will lead him to a fruitful result

2.1 RESEARCH IN STUDENTS’ ACHIEVEMENT

Dave and Anand (1971) had undertaken a study on the Load of Language Learning, Intelligence and Academic Achievement. The main purpose of the study was to investigate the effects of the load of language learning (the number of language, the number of years one had to learn them, and the stage at which they became the media of instruction) on mental abilities and academic achievement of college students. The hypotheses tested in the study were: (i) students having mother tongue as the medium of instruction for eleven, ten, nine, eight and seven years will achieve a significantly higher mean and percentage score than their counterparts having either English or regional language as the medium of instruction in university examination; (ii) the retardation in verbal and non-verbal intelligence and academic achievement will be greater for the regional language group than for the mother tongue group; and (iii) an increase in the load of studying through English medium will be accompanied by a significant decrease in the mean scores attained by both the mother tongue and regional language groups.
Dave and Dave (1971) conducted Socio-economic Environment as Related to the Non-Verbal Intelligence of Rank and Failed Students. The findings of the study revealed that 1) the nonverbal intelligence of the rank students was superior to that of the failed students; 2) there existed significant differences in the intelligence of students coming from homes having different parental incomes and occupation; 3) the nonverbal intelligence of rank boys was superior to that of rank girls; 4) the intelligence of rank students studying through the medium of English was superior to those studying through the medium of their mother tongue; 5) no such differences were found in the intelligence of failed students classified with respect to all the above variables; 6) a higher percentage of rank students belonged to homes having higher parental income, occupation and education, whereas a higher percentage of failed students belonged to homes having lower parental income, occupation and education; 7) size of the family was not related to the academic achievement; and 8) parents of the rank students showed more academic concern about their wards than those of failed students.

George, Mathew and Nair (1971) had undertaken a study on development of language and play patterns of children of the age group of 5½ to 11 and their relationship to academic achievement. The sample of the study was made up of 144 pupils, with equal number of boys and girls, drawn from twelve schools in Trivandram district, their parents (at least mother being compulsory) and 120 teachers. The sample was classified into three sub groups for all analyses with forty-eight pupils in each group. Correlations with
the academic achievement were calculated for the variables, which provided continuous scores and biserial correlation for variables, which provided dichotomous scores. The language and play patterns of the three groups were arrived at and compared to obtain the developmental norms.

Reddy (1971) had undertaken a study on the Role of Family, Locality and Other Factors in Determining the Nature of some of the Scientific Ideas among Elementary School children in Grades I to V – a Cross-Sectional Study. The findings revealed that: 1) age was significantly related to the nature of concepts acquired by them; 2) urban children were significantly superior to rural children in respect of nature of concepts; 3) the difference between boys and girls with regard to the nature of concepts acquired at all age levels (5+ through 9+) was not significant; 4) higher mental ability was found to have no relationship with the nature of concepts acquired; 5) education background of the family was found to have significant relationship with the nature of concepts of causal relation acquired by the children, while socio-economic background of the family was found to be not significantly related to the nature of concept; 6) the number of years of schooling with age held constant, was found to be significantly related to the nature of concept acquired; 7) a significant number of children at each age level exhibited more than one type of causal thinking the level of the concepts acquired by children was found largely dependent on the exposure to rich and varied stimulation provided to the children at even 5+ level; were found to exhibit types of causal thinking and stages of concept of life normally reported.
to appear beyond 9 to 11 years of age; children exhibited different levels of thinking which had close relationship with the nature of concepts acquired.

Thakur (1972) had undertaken a study of the Scholastic Achievement of Secondary School Pupils in Bihar. The major findings were: 1) the group performance in all the branches of scholastic achievement did not differ significantly; 2) physics was found to be responsible for lowering their standard of achievement; 3) for classes VIII to XI it was observed that there was stagnation in the most probable performance in the field of language; 4) the level of most probable performance in social sciences improved from class VIII to IX. 5) The group performance of boys was superior to that of girls in all branches; 6) the best group performance of upper middle class was found to be followed by middle class, upper class, lower middle class and lower classes; 7) scholastic achievement and intelligence were significantly associated; and 8) the correlation between achievement motivation and science aptitude was significant for boys only.

Anand (1973) conducted a Study of the Effect of Socio-Economic Environment and Medium of Instruction on the Mental Abilities and the Academic Achievement of children in Mysore State. The major findings of the study were: (i) the F-values of score on all the criteria tests were found significant; (ii) three SES groups differed significantly from one another in their non-verbal and verbal intelligence; high SES group achieved higher mean score than pupils in both low SES group and Middle SES group, whereas the mean score difference between middle and low SES groups was not
significant; (iii) the relationship between SES and academic achievements was found to exist even when the influence of intelligence of non-verbal as well as verbal type was partialled out; (iv) pupils studying through different media of instruction differed significantly from each other in their non-verbal and verbal intelligence; the English medium pupils showed higher non-verbal intelligence than the Kannada medium pupils, whereas the same Kannada medium pupils showed greater verbal intelligence than the former; (v) students studying through Kannada medium achieved significantly higher score; and (vi) the relationship of media of instruction to intelligence was found inconsistent, whereas that of socio-economic environment was found to influence mental abilities and academic achievements.

Dave and Anand (1973) conducted a study on Validating the Hierarchy of Educational Objectives and relating it to the Medium of Instruction of Adolescents of Mysore State. The investigation was undertaken to test the following hypotheses: (i) differences will exist among the level of learning identified as knowledge (K), understanding (U) and application (A); (ii) the level of K, U and A would not be independent of each other, but form a cumulative hierarchy; and (iii) differences will exist between the attainment levels of students taught through the media of the mother tongue and the other tongue. The findings were as follows: The learning outcome, even when not derived through a controlled teaching-learning process with specific goals, was found to form the hierarchy as envisaged by Bloom; the learning
outcomes in terms of K, U and A were different and were found to be hierarchically related.

Misra, Misra and Jayaram (1973) conducted a survey of the effect of language Medium on school Achievement in Kendriya Vidyalayas. The objective was to test whether there was: (i) difference in achievement in social studies through Hindi medium between Hindi speakers and non-Hindi speakers; (ii) difference in achievement in Hindi between speakers of Dravidian languages and other language deemed closer to Hindi; and (iii) difference in the achievement in social studies through Hindi medium between the student of group ‘A’ consisting of students having mother tongue of Punjabi, Marathi, Sindhi and Urdu and that of group ‘B’ consisting of those having Kannada, Tamil, Telugu and Malayalam as their mother tongue. The findings revealed that: (i) there was no difference in achievement in social studies through Hindi medium between Hindi speakers and non-Hindi speakers; (ii) there was no initial advantage in learning Hindi during the first year for a child whose mother tongue was nearer to Hindi over the child who spoke a Dravidian language; however, that child was found to have little advantage during the next three years; (iii) there was no difference between the student of group ‘A’ and those of group ‘B’ as far as their achievement in social studies through Hindi medium was concerned.

Shahi (1973) conducted Sex Differences in Factorial Structure of Cognitive Area at School Level. The major findings of the study were: 1) spatial content as an independent factor was demonstrated among boys
but not among girls; 2) ‘g’ was represented among boys by a combination of reasoning and memory function along with verbal content, while among girls it was represented by a combination of reasoning function along with verbal and spatial content; 3) verbal reasoning in girls was the most complex factor which included all functions and all content moderately related to ‘g’. 4) Spatial reasoning in boys represented only verbal content in a low measure and in girls this factor represented reasoning and memory function unrelated to ‘g’. 5) in case of boys high ‘g’ saturation went with even higher loadings in numerical reasoning and in girls high ‘g’ saturation went with even higher loading in verbal reasoning; 6) factors common to boys and girls were spatial content, verbal, content with reasoning and memory function; 7) the study demonstrated only the spatial content as an independent factor; speed could not emerge as an independent function; 8) the hypothesis of independence of functions and content was not supported except in case of spatial content and memory function. 9) the hypothesis of no sex difference in mental structure of boys and girls was also not supported.

Basavayya (1974) studied the effects of Bilingualism on Language Achievement. The finding revealed that: (i) there was no significant difference between the first language achievements of monolinguals and bilinguals (or multilingual); (ii) in the case of third language (i.e., Hindi) perforce the bilinguals did not differ significantly; (iv) the average first language performance of both monolinguals and bilinguals was better than their averages overall performance except in case of the group (HK) which offered
Hindi as first language and Kannada as third language; (v) the different bilingual groups did not differ significantly in their performance in all the subject; (vi) individual variation in the achievements of bilinguals was more than those of monolinguals; (vii) the students with English medium did better in all subjects than Kannada medium students even though their socio-economic background did not vary significantly; and (viii) language achievement was found to be influenced by the parental occupation and education and the language achievement of teachers’ children was slightly better than that of the others; however, the limitation of the finding was not used for getting the score and that the bilingual competence was not measured and graded.

Abraham (1974) studied some factors relating to under achievement in English of secondary school pupils. The study revealed that (i) the achievement level was associated with attitude towards English, personal adjustment, social adjustment and socio economic status, (ii) there was greater proportion of normal achievers among girls as against boys, (iii) under-achievement was more frequent in rural schools and over achievement in urban schools, (iv) overachievers were proportionately more in private schools than in government schools, (v) underachievement was more in higher age group and over achievement was more in lower age group, (vi) the factor pattern of the total sample was significantly different from the factor pattern obtained for the underachievers and the overachievers,
where it was highly comparable with the pattern obtained for the normal achieveers.

Bhasin (1974) had undertaken Relationship of School Perception Academic Achievement at High School Level. The major findings of the study were: 1) Correlations of SPPT with other variables were (all positive and significant at 0.01 level) – with academic achievement 0.354, with intelligence 0.341, with self-concept 0.201, with socio-economic status 0.212, and with sex 0.584. 2) The correlations of SPS with other variables were – with academic achievement 0.205, with intelligence 0.206, with self-concept 0.353, with socio-economic status 0.192 and with sex 0.395. 3) The multiple R for SPPT with academic achievement, intelligence, self-concept and socio-economic status was 0.455 and for SPS with these variables was 0.409. 4) It was found that those high on academic achievement, intelligence, self-concept and socio-economic status had high school perception and low on these variables had low school perception. 5) Girls exhibited higher school perception as compared to boys. 6) Teachers with students of higher school perception showed higher perception of their students’ behaviour and teachers with students of low school perception had lower perception of their students’ behaviour. 7) The varimax factors located were -- i) Nonverbal Perception of School, ii) verbal Perception of School, iii) Self-concept, iv) General Intelligence v) Verbal Perception of Academic Achievement and Academic Authorities, and vi) Socio-economic Status.
Kulwant Kaur (1974) had undertaken an Investigation of differences existing among Over-Achieving, Normal-Achieving and Under-Achieving, 10th Class Students in High and Higher Secondary Schools. Some of the major findings of the study were as follows: 1) The relationship between achievement and study habits was higher in Model School than in ordinary schools. 2) Helping students to understand both the mechanics and methods of effective study was a necessary step in helping students to develop positive attitudes towards study.

Lulla (1974) conducted an investigation into the Effects of Teacher’s Classroom Behaviour on pupil’s Achievement. The study revealed that the pupils who were taught by the teachers trained in using indirect behaviour scored higher as compared to their counterparts studying under the teachers who were not provided any training. It was also implied that the indirect teacher behaviour may raise the interaction potential of the classroom climate resulting in free communication and open interaction between the teacher and the group of pupils. It was found that such an atmosphere not only stimulated the learner in learning but also provided a congenial climate to the teacher for conducting his teaching.

Mankad (1974) studied a Comprehensive plan of the Objectives of Teaching Gujarati as Mother Tongue in secondary schools of Gujarat state and Construction of objective Centred Syllabus for standard X for the subject. The analysis revealed the following points: (i) nearly 47.6 percent of teachers did not possess the syllabus; (ii) about 18.7 percent of teachers did not
read it; (iii) nearly 19.1 percent of school did not have the syllabus; (iv) approximately 68.9 percent of teachers wanted the syllabus to be translated in to Gujarati; (v) twenty percent of school teachers taught on the basis of text book only and did not refer the syllabus; (vi) ninety two percent of teachers did not consider the syllabus constructed and suggested by the government as suitable; (vii) the teachers in general felt that the contribution of teachers to the construction of syllabus was important; (viii) nearly 90.7 percent of teachers opined that changing of content was unavoidable; (ix) about 58.7 percent of teachers believed that writing work was a useless burden; (x) fifty two percent teachers favoured a separate text book of grammar though only 41.8 percent used them in the classroom; (xi) seventy five percent of teachers wanted to leave the responsibility of supplementary and extra reading to students. On the basis of the analysis, a syllabus for Gujarati for standard X was developed.

Mehta (1974) made an enquiry into the relationship Between Teachers’ Classroom Communication Pattern and certain Perceptual Factors. The major findings of the study were as follows: (i) There was no relationship between the age of the teachers and their communication pattern in classrooms, and similar result was found between the sex of the teachers and the measures of teacher communication pattern. (ii) Significant negative relationship was found between the sex of the teachers and TRR (Teachers Response Ratio). (iii) Significant relationship was observed between the qualification of teachers and TQR (Teacher Question Ratio). (iv) No relationship was found
between the regency of training and teaching experience with the teachers’ classrooms communication pattern. (v) The teachers’ teaching in boys school differed significantly from the teachers of the other two types of school on TRR. (vi) The male teachers were not found to differ from the female teachers significantly regarding i/d, I/D and TQR. (vii) The male teachers differed significantly from female teachers regarding TRR. (viii) As regards i/d, I/D and TRR, the post graduate teachers did not differ significantly from graduate teachers while the post graduate teachers differed significantly from the graduate teachers on TQR. (ix) Teachers having history at the graduate levels as well as at professional level did not differ from those teachers who did not have history at both the levels in their communication pattern in actual classrooms situation. (x) There was no relationship between the teachers’ instructional goals perception and i/d, TRR and TQR. (xi) Negative relationship was found to exist between teachers’ instructional goal’s perception and I/D. (xii) Teachers’ perception of students was not found to have relationship with their communication pattern in the classroom. (xiii) The multiple correlation co-efficient was found to be significant in the case of I/D, T/S (Teacher/Student.) TT (Teacher Talk), and ST (Student Talk).

Patel (1974) conducted an inquiry into the Relationship Between Pupils’ Attitudes and teacher Influence in the classroom. The study revealed: (i) Indirect teacher influence had favourable effect on motivation and classroom organisation and also on the attitudes towards teacher; (ii) when teacher influence with out content emphasis was taken into consideration, indirect
teachers had favourable influence on personal anxiety of their pupils, on the
development of independent behaviour among pupils and on the classroom
climate. (iii) teacher classroom behaviour did not influence pupils’ attitude
towards rewards and punishment; and (iv) teacher classroom behaviour did
not influence pupil’s attitude towards school.

Thakur (1974) took a study on the Academic Achievement of High
School Boys. The major conclusions of the study were: 1. Academic
achievement as a whole was not quite satisfactory. 2. In language there had
been satisfactory progress of all the groups, but mathematics presented an
unsatisfactory picture. A downward trend of the achievement was observed.
3. Boys with less aptitude for a particular subject failed to achieve
satisfactorily in that subject. Those who had aptitude but dislike in a subject
did not show significant achievement. 4. Students, who liked a subject, found
it easy. Some found the subjects difficult though they liked the subjects.
5. None of the groups gained in the subject through three years of teaching.
6. There was a positive correlation between aptitude and ability in
mathematics.

Das (1975) made a Psychometric study of Low Achievement of School
Final Candidates in General Science. The study revealed that: 1. The syllabus
for general science of the School Final Examination was inadequate; physics
was over-emphasized, chemistry and botany were neglected; astronomy and
geology were not included in the syllabus. There was scope for practical work
by students. Out of 37 concepts included in the syllabus of general science,
the question paper covered only 19. The knowledge aspect was tested, but the application aspect was neglected. 2. The students who passed in general science possessed higher IQ than those who failed in the subject. A positive correlation existed between intelligence and achievement in general science. 3. There was no significant difference between anxiety scores of those passing in general science and those failing in the subject. 4. Pupil personality turned out to be the most powerful component responsible for performance in general science. 5. Students who passed in general science obtained higher marks in mathematics than those who failed in the subject. 6. IQ marks in mathematics and general science showed high key significant inter-correlations, 7. Students’ personality was considered by the teachers as contributory to low achievement. 8. Pupil personality, teachers’ incompetence and socio-economic factors were the primary factors responsible for low achievement in general science.

Lalithamma (1975) made a study on Some Factors Affecting Achievement of Secondary School pupils in Mathematics. The study revealed that 1) the average performance of pupils in mathematics was 23.14 with SD of 8.20 and the distribution was negatively skewed; 2) there was significant difference in the performance of boys and girls in mathematics, the difference being in favour of boys; 3) the urban pupils were superior to rural pupils in mathematics; 4) intelligence and interest in mathematics were higher in boys and urban pupils than in their respective counterparts; 5) the achievement in mathematics was positively related to intelligence, interest in mathematics,
study habits and socio-economic status; 6) studying lessons daily, studying mathematics by writing, repetition in learning, spaced learning over learning, etc., influenced the achievement in mathematics positively, 7) private tuition, electric light facilities, radio, equipments for study, etc., influenced the achievement in mathematics; 8) achievement of first born was better than that of the last born; and 9) achievement of scheduled caste and tribe students was lower than that of the total sample.

Nagpal and Wig (1975) had undertaken a study on Non-Intellectual Factors Associated with Academic Achievement in University Students. The scores of the two groups in the first part of the study were significantly different at 0.05 level only on the Physicals Distress Scale of the Cornell Medical Indix Questionnaire2) The fail group was comparatively more represented in the older age group. 3) Pass group on the whole had better achievement marks in high school and degree examination in the past, while the fail group had more often history of failure or break in study during school or college. 4) The pass group students had more often fathers who were better educated and who had professional, executive or managerial occupations. The fathers of fail group students were comparatively more represented in business class. 5) Academic satisfaction seemed to be significant at both school as well as college level. 6) Relatively more students in the fail group reported unhappy relations with teachers at school. 7) In their adjustment to the campus milieu, the fail group seemed to be rather satisfied and wished to rejoin the Punjab University, if given a chance again.
8) Relatively more of the fail group reported that their financial arrangements were not satisfactory. 9) Pass group felt better prepared for the examination while the fail group students were dissatisfied with their preparation. 10) More students in the fail group felt that they took decisions independently.

Prakash Chandra (1975) conducted a study of the Problems of High School Students in the Varanasi Educational Region of UP and their Relative Effect on Achievement. The major findings of the study were: 1 A) In the economic area, the acute problems were non-availability of standard dress, lack of furniture for study, the moderate problems were inadequate clothing, inadequate facility of light for study, lack of text books, the negligible problems were nonavailability of sufficient food, and self working. B) In the home area, the acute problems were forced participation in household activities, lack of means of recreation, strict discipline imposed; the moderate problems were tense relationships among the members of the family; the negligible problems were the unsatisfactory dealing and behaviour of the parents and lack of guidance from the guardians. C) In the school area, the acute problems were lack of reading-learning facilities; the moderate problems were improper selection of subjects for studies and heavy home assignment; and the negligible problems were lack of good rapport between the teacher and the students and bad physical construction of the classroom, D) In the social area, only some moderate problems like disturbances due to friends, relatives, radios and inadaptability to modern way were found. E) In the personal/physical and psychological area, the acute problem was the
development and health; some moderate problems were: 1) physical defect, lack of self-confidence and wastage of time in useless thinking. Reading novels, magazines and other books were considered to be negligible problems, 2) Eleven out of 42 items exhibited significant difference between percentages of urban and rural students. 3) The correlations between the variables, namely problems and intelligence and academic achievement, study habits and academic achievement, socio-economic and cultural level and academic achievement, intelligence and socio-economic and cultural level, and study habit and socio-economic and cultural level were positive and ranged from 0.13 to 0.46. 4) Problems and academic achievement were negatively related.

Mathew (1976) conducted Some Personality Factors Related to Underachievement in Science. The study revealed that 1) the mean scores of normal achievers exceeded significantly the mean scores of underachievers for variables like sense of personal worth, sense of personal freedom, withdrawing tendencies, social standards, etc., and the mean scores of normal achievers were significantly less than the mean scores of underachievers in test anxiety and maladjustment; 2) the mean scores of overachievers were significantly greater than those of the normal achievers in cases of sense of personal freedom, social standards, and family relations; 3) the mean scores of overachievers significantly exceeded the mean scores of underachievers in cases of self reliance, sense of personal freedom, freedom from withdrawing tendencies, freedom from nervous symptoms,
social standards, social skills, freedom from anti-social tendencies, family relations and community relations; 4) a higher number of overachievers were in the high intelligence, low age group, amongst boy and among the parents with higher education than their respective counterpart; 5) greater number of overachievers were found amongst high income urban subjects; and 6) four factors-total adjustment, anxiety orientation, group adjustment and self-esteem accounted for total variance of the overachieving group, and five factors-personal adjustment, social adjustment, social facilitation, leadership, and self-acceptance- accounted for the total variance of the normal achieving group.

Desai (1977) conducted a study on Changing Teachers Behaviour in the teaching of Mother tongue and Studying Its Effects on Pupils. The major findings of the study were: (i) Training in FIACS modified teachers’ indirect behaviour positively. (ii) The training and feedback given to the experimental group of teachers affected the academic achievement of the pupils in mother tongue positively. (iii) The training and feedback affected pupils’ classrooms trust, peers, and teachers also positively.

Deenamma (1979) studied on Verbal Barriers in classrooms communication. The major findings of the study were: (i) among the 153 technical terms tested for effectiveness, forty-one words were most effective in scientific communication. Words which were judged most effective in scientific communication were mainly – English words or Sanskrit words used in the day-to-day-life. (ii) There was significant relationship between the
effectiveness of scientific communication and language – English Malayalam or Sanskrit. (ii) Thirty one teens were very difficult in pronunciation, seventy-five words were list ambiguous, sixty-three as confusing and an equal number as difficult to understand and sixty as artificial. (vi) The method of using pure English words for framing technical terms was the most favoured method in terms of linguistic acceptability and familiarity. (v) In compound technical terms English- English - English combination go to the maximum score whereas Sanskrit- Sanskrit-Sanskrit and Sanskrit – Sanskrit – Malayalam combination the lowest scores. (vi) Misunderstanding in meaning was more with Malayalam words than with their English equivalent, (vii) The syntax of the scientific language had its on peculiarities as it dealt with scientific facts and concept. (viii) The most acceptable and understandable way of presenting scientific facts was to present them in sentences written in completely in Malayalam graphemes. (ix) Among the eleven ways of pedagogic presentation of technical terms, presenting the idea by relating things in everyday life was most effective in terms of both efficiency and feasibility.

Grover (1979) studied Parental Aspiration as related to personality and school achievement of children. The result of the study revealed: (i) the total sample showed a positive correlation between fathers and mothers aspiration; (ii) the high aspiring parents showed significant correlation between fathers’ high aspiration and traits of dominance in boys; (iii) the low aspiring parents did not show any significant correlation between aspiration of parents and all
variables taken for the study; (iv) there was significant difference between aspiration of fathers and aspiration of mothers; (v) there was significant difference between school achievement of children of low aspiring parents and middle aspiring parents; (vi) there was a significant difference in the trait of guilt – proneness of children belonging the group of parents where both father and mother were high aspiring and where both father and mother were low aspiring; (vii) there was significant difference between the self-concept of children belonging to the group of parents where both father and mother were high aspiring and where both father and mother were low aspiring, and (viii) there was significant difference in the school achievement of children belonging to the group of parents where father was low aspiring and mother was high aspiring and where both father and mother were low aspiring.

Kushwaha (1979) made an investigation into the Attitudes and Role Perceptions of Secondary Teachers. The findings of the study were: (i) Teachers’ quality was inversely related to the referrer role. (ii) Teachers’ quality point was inversely related to the disciplinarian role. (iii) There was no relationship between teaching experience and the motivator role. (iv) There was no discrimination between teachers with high or low experience in their perception of the counsellor role. (v) Teachers’ attitude was inversely related to the adviser role, referrer role, motivator role, and disciplinarian role. (vi) The high quality point group chose the referrer role more often and more consistently and the medium quality point group. (vii) The quality point did not seem to affect the teachers’ perception of their role. (viii) The high, medium
and low experience groups of teachers did not mutually differ from one another in their perception of any of the five types of roles. The length of teaching experience was not a factor influencing the teachers role perception. (ix) There were no significant differences among the high, medium and low attitude groups on the roles of the motivator and the counsellor. (x) The male teachers were better than the female teachers on advisor and disciplinarian roles. The female teachers were better than the male teachers on the motivator and counsellor roles. (xi) Science teachers were superior to arts teachers in respect of referrer, motivator and disciplinarian roles. Both arts and science teachers were the same in respect of advisor and counsellor roles.

Dholakia (1980) gave a study on Effects of Observers and Feedback upon Changing the Classroom Performance of Pupil-teachers. The major findings of the investigation were: (i) The observers gave more negative comments than positive. (ii) The graduate observers gave more comments than the postgraduate observers. (iii) The graduate and the postgraduate observers did not differ in their grading of the lessons. (iv) The science lessons got more scores than the humanities lessons. (v) The teacher-educators and the secondary teachers did not differ in the number of positive comments but the teacher-educators gave more negative comments than the secondary school teachers. (vi) The college observers were more lenient in giving grades than the school observers. (vii) Pupil-teachers’ performance improved, positive comments increased and negative comments decreased
as the number of lessons advanced. (viii) The postgraduate pupil-teachers received more positive comments than the graduate pupil-teachers but the two did not differ in negative comments and in the achievement scores. (ix) The science student-teachers scored significantly more than the humanities student-teachers in the final scores. (x) The male trainees received more positive comments and the female trainees more negative comments but their achievement scores did not differ significantly. (xi) The urban and the rural trainees did not differ significantly in positive comments but the urban trainees received more negative comments though they scored more than the rural trainees in the examination. (xii) The experience of the trainees was positively related to the achievement. (xiii) The achievement in lessons during the year was positively related to the final annual examination marks.

Barua (1981) had undertaken the Influence of Capacity of Memorization on Scholastic Achievement. The major findings of the study were: 1. Boys and girls were not different with respect to memory for story, sentence, design, digits and total memory. 2. Memory for digits had a definite but small relationship with memory for a story. 3. Memory for digits had a very low relationship with intelligence; also memory tended to be I dependent of intelligence. 4. Boys and girls were not different with respect to intelligence and total scholastic achievement. 5. If learning materials were so presented as to appeal both to intellective and non-intellective aspects of the education, they would engender better learning and achievement. 6. Children of the
age-groups 9-11 years understood design more meaningfully than stories. 7. Meaningful learning occurred through meaningful visual aids or iconic signs.

Charles (1981) had undertaken a study on developing Language Skills in Adults Attending English Improvement Classes. The findings of the investigation were: (i) Mean differences between the pre-test and post-test and scores of experimental group were significant. (ii) The course in general, with all its particular techniques was found to be effective in terms of learning reaction. (iii) Highly intelligent as well as less intelligent adult gained significantly from the course. (iv) Both graduates and under-graduates gained significantly from the course. However, a comparison between the gains revealed that the graduates gained significant more than the undergraduates. (v) Both the SES group grade I and grade II, gained significantly, but the group II were relatively more on the part of grade I SES group.

Chopra (1982) conducted a study of the Organizational Climate of Schools in relation to Job Satisfaction of Teachers and Students’ Achievement. The major findings of the investigation were: (i) Among the six climates, the open climate schools showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate schools, respectively. (ii) Overall job satisfaction of the teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools at 0.05 level. (iii) The schools having other five types of climates did not show significant difference
among themselves in respect of overall job satisfaction of the teachers even at 0.05 level. (iv) Out of the fifteen areas of teachers’ job satisfaction, only two areas, namely, supervisor and identification with the institution, there were significant differences among different climate type schools. (v) The teachers in the open climate schools had significantly higher job satisfaction in the area supervisor than those in closed climate schools at 0.05 level. (vi) Job satisfaction of the teachers related to the area identification with the institution was significantly higher in the open climate schools than in the paternal and closed climate schools at 0.05 level. (vii) Students’ achievement adjusted for intelligence and socioeconomic status) was not significantly different in different climate type schools even at 0.05 levels. (viii) There was no significant relationship between teachers’ job relation and student achievement.

Gaikawad (1982) conducted an experiment on a comparative study of Efficacy of the Direct Method and the Bilingual Method of teaching English to Lower classes of Secondary School in Rural Area of Maharashtra state. The major findings of the study were: (i) The bilingual method was superior to the direct method in developing linguistic skill of understanding, speaking and writing (ii) The bilingual method was also superior to the direct method so far as developing the language elements of structure and vocabulary in the pupils was concerned (iii) Both the methods were equally effective so far as reading skill was concerned. (iv) From the view-point of suitability of the method to the teacher as well as to the learner, the bilingual method was more suitable than
the direct method. (v) The bilingual method enabled the teacher and the pupils to speed up intercommunication among them.

Tiwari (1982) conducted the Study Habits and Scholastic Performance at Three Levels of Education. From the analysis of data, the findings were as follows: 1. The class X students had the highest mean study habit score, significantly different from the students at the other two levels. 2. Science students in every class scored higher than students in other courses. 3. In most of the cases the differences were in favour of the class X group of students when different courses were compared. 4. Students of science scored the highest in all the six measures of the Study Habits Inventory. This was the case at all levels. 5. Girls in all classes and in arts and science courses had better study habits than boys. Girls excelled boys in various components of the Study Habits Inventory also at classes X, XI, XIV, the only exceptions being that for boys in element A in XII and in element F at XIV level of education. 6. Urban students (excepting at XII) had better study habits than rural students (this difference existing amongst both sexes) and the sex difference in favour of girls could be seen amongst rural as well as urban students. 7. Study habits scores were found to consistently rise with the rise in income and with rise in the level of parents’ education. These were higher in the case of students whose fathers were in service. 8. Study habits scores positively and significantly correlated with annual examination marks as well as with pooled teacher ratings. 9. Cluster analysis revealed that while attitude
to study habits was an important component, the amount of time for study became a significant factor in the two higher stages.

Kumari (1983) conducted a study of Relationship Between Socio-Economic Status and Conservation of Number and Substance in Delhi School Children. The major findings were: 1. Socio-economic status was highly and positively related with the manifestation of conservation of number. 2. Socio-economic status was highly and positively related with manifestation of conservation of substance. 3. Conservation of substance and conservation of number were highly correlated. A good conserver of substance was very likely to be a good conserver of number giving a coefficient correlation of 0.998. 4. An intelligence was positively related to the level of development of conservation of a substance (equality and inequality). One who was high in intelligence was likely to be a good conserver of substance. 5. Intelligence was positively correlated with conservation of number. One who was high in intelligence was likely to be a good conserver of number.

Sarkar (1983) made a study on the Contribution of some Home Factors on Children Scholastic Achievement. The major findings were: 1. The home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent-child relationship showed a significant difference between the high achievers and low achievers at 0.01 level. 2. The child-rearing attitude of the mothers of the two groups showed a significant difference between the mothers of the high achievers and the low achievers at 0.01 level, indicating thereby that the mothers of the two groups
possessed different attitudes regarding child-rearing practices. 3. The multiple correlation co-efficient was 0.546. 4. The multiple regression equation revealed that the contribution of parent-child relationship to academic achievement was about 17 per cent, of social background about 7 per cent and of educational environment about 4 per cent. The remaining five factors-income, spatial environment, rejection of home-making role, harsh punitive control and intelligence, explained about 2 per cent of the variance of the criterion scores.

Despande (1984) conducted Interactive Effects of Intelligence and Socio-economic status of Students and Homework on the Achievement of Students. The findings were: 1. Students, Parents, teachers, girl students and students of middle and upper socio-economic status had a more favourable attitude towards homework. 2. No significant differences in their attitudes towards homework were found when teachers were classified under the four variables of marital status, sex, age, and teaching experience. 3. Parents with an only child had significantly less favourable attitudes towards homework than parents with two or more children. 4. The amount of homework and delay in evaluation of homework was not significantly related to achievement of students. 5. Intelligence was significantly related to achievement at the 10 per cent level. 6. Intelligence was significantly related to achievement at 1 per cent level. 7. The trend of the relationship between homework and achievement indicated that students who were given homework performed better.
Rajput (1984) conducted a Study of Academic Achievement of Students in Mathematics in Relation to Their Intelligence, Achievement Motivation and Socio Economic Status. The findings of the study were: 1. Intelligence affected the achievement of students in mathematics significantly at all the three levels, i.e. high, average and low. There was superiority of the high intelligence group of students in their achievement in mathematics. Further, the average intelligence groups were better achievers in mathematics than the low intelligence group. 2. In neutral classroom conditions, the achievement of students in mathematics was not affected by the achievement motivation. 3. The socio-economic status of the children affected the achievement of students in mathematics. The high socio-economic status group and the average socio-economic status group of students did not differ significantly on achievement in mathematics. Achievement of high socio-economic status and low economic status students in mathematics differ significantly. Average and low socio-economic groups differed to give significant results on their achievement in mathematics. 4. The double and triple interaction effects between the variables of intelligence, achievement motivation and socio-economic status were not significant.

Shukla (1984) made an Achievement of Primary School Children in Relation to Their Socio-Economic Status and Family Size. The following conclusion were drawn: 1. There were no significant sex and rural urban differences in the academic achievement of primary school children. 2. Socio-economic status was positively and significantly related to academic
achievement 3. At class III level, children belonging to large family size category had significantly better academic achievement than those of average and small family size categories. 4. At class V level, the positive impact of large family size had been completely nullified. There was tendency of better achievement among the children belonging to the smaller family size category. 5. The structure of family, whether joint or unitary, had no significant differential impact on academic achievements. 6. The number of children below 14 within the family had no differential impact on the academic achievement. 7. The adult-child ratio of (1:1) had shown significantly greater relationship with academic achievement.

Singh (1984) conducted a Relationship of Home Environment, Need for Achievement and Academic Motivation with Academic Achievement. The major findings of the study were: 1. Aggregate marks were significantly and positively related to average marks and self-concept of academic ability. 2. Self-concept of academic ability was significantly and positively related to academic motivation. 3. Sex differences were statistically effective in all the four areas of ‘home environment’. Males had significantly higher mean score on school, economic, recreation and home problems. There were sex differences in respect of permissive, loving, protecting and rejecting behaviours of father; restrictive and rejecting behaviours of mother and academic motivation. Boys, in general, perceived restrictive, neglecting, protecting and rejecting behaviours in father, whereas girls perceived permissive, loving, neglecting and rejecting behaviours in their mothers. Sex
differences were unrelated to self-concept of academic ability and need for achievement motivation. 4. School differences were significant in the area of school, economic, and home problems of ‘home environment’; restrictive, permissive, loving, protecting and rejecting behaviours of father; and restrictive behaviour of mother.

Singh (1984) made a Survey of the Study Habits of High and Lower Achiever Adolescents in Relation to Their Sex, Intelligence and Socio-economic status. The main findings of the study were: 1. Adolescent boys had significantly better study habits than adolescent girls. 2. Study habits were related to the academic achievement significantly. High achieving adolescents had significantly better study habits than middle achievers. Middle achievers had significantly better study habits than low achievers. 3. Study habits of adolescent boys and adolescent girls differed significantly at different levels of academic achievement i.e., high, middle and low. 5. Academic achievement and intelligence did not interact significantly in relation to study habits of either adolescent boys or girls. 6. Study habits of adolescent boys and adolescent girls differed significantly at different levels of socio-economic status i.e., high, middle and low. 7. Academic achievement and socio-economic status interacted significantly in relation to the study of habits of adolescent boys and girls. 8. Intelligence and socio-economic status did not interact significantly in relation to the study habits of either adolescent boys or girls. 9. The triple interaction among academic achievement,
intelligence and socio-economic status was not significant in relation to the study habits of either adolescent boys or girls.

Deka (1985) had undertaken School Failure: A Causal-Comparative Study of High and Low Achievers. The major findings were: 1. Low achievers always performed poorly in their school examinations and had greater incidence of school failure. Low proficiency in certain basic subjects such as vocabulary, spelling, general knowledge and arithmetic, was significantly and positively related to school failure. Proficiency of the students in their basic subjects was not affected by residence and sex variables. 2. School failure was significantly and positively related to general mental ability. Intelligence of high and low achievers was not affected by residence and sex variables. Low scholastic achievement was significantly and positively associated with inferior leadership qualities and less adventurousness. School failure was unrelated to creative skills, achievement and certain personality characteristics. Sex affected certain personality factors such as adventurousness, tender mindedness, self-sufficiency, emotional stability and excitability. 3. School success and failure were significantly and positively related to family income, involvement in domestic activities and home study, while they were unrelated to parental education and occupation. 4. School failure was positively associated with school attendance, preparation of school work. Understanding of lessons, preparation for examinations, favourable attitudes of teachers and early school leaving. School attendance and home study were not affected by residence and sex. The urban low
achievers or low achieving girls did more domestic work than high achievers. Father’s education of urban low achievers was inferior to that of urban high achievers. 5. School failure gave rise to unfavourable attitudes towards teachers and two major subjects of study- English and Mathematics. Incidence of school success and failure was positively associated with study facilities at home and future vocational plans. High achievers preferred to enter some standard vocations like medicine, engineering and high school and college teaching, while low achievers contemplated becoming primary teachers, nurses, clerks, business men and technical workers. Caste, physical health conditions and attitude towards school were unrelated to academic success and failure.

Rajput (1985) studied an Academic Achievement As a Function of Some Personality Variables and Socio-Economic Factors. The major findings of the study were: 1. Father’s occupation, Father’s education and academic achievement in science, social reconstruction, and mathematics/arithmetic, appeared to contribute meaningfully to faculty differences. 2. From among six values considered, only theoretical value appeared to be responsible for faculty differences. 3. Social values, mother’s education and achievement in Gujarati were responsible for sex difference. 4. The achievement in Gujarati and mathematics/arithmetic appeared to be predictive of sex differences. 5. Except in the case of values, sex-wise differences were more or less absent in the commerce and science faculties. 6 With respect to the faculty of arts, no meaningful pattern appeared for values, SES of the parents and
academic achievement. 7. SES for both boys and girls appeared to be unidimensional in the science faculty. 8. SES appeared to be bi-dimensional with respect to boys and girls in the commerce faculty. Income and father’s occupation formed one component. Fathers’ and mothers’ education formed the other component. 9. Academic adjustment was not meaningfully related to academic achievement.

Das (1986) conducted the Peer Influence and Educational Aspiration of Secondary School Students, A Study in relation to Their Academic Achievement. The major findings of the study were: 1. Peer influence was stronger among the students of rural school in comparison with those of urban schools. 2. Peer influence was strongest among students of boys schools and least in the girls schools. 3. The educational aspiration of students belonging to urban schools was higher than that of students of rural schools. 4. The high intelligence group had higher educational aspiration than the students of low intelligence group. 5. Students of the high socio-economic status group had higher educational aspirations than students of the low socio-economic status group. 6. Intelligence was the most powerful predictor of academic achievement, contributing 40.26% of total variance. 7. Educational aspiration was the second most powerful predictor bearing 8.58% of variance. 8. More predictability was observed in the rural group in comparison with the urban group. 9. The highest predictability was observed in the coeducational school group, which accounted as 67.22% of variance in comparison with the boys school group (56.161%) and the girls school group (47.38%).
Dhar (1986) had undertaken Personality Profiles of the Socially Rejected and Their Academic Performance. The findings of the study were: 1. The rejecters had a specific personality profile characterized by a set of traits, namely assertiveness, happy-go-lucky, suspiciousness, forthright, and apprehensive. 2. The rejectees were characterized by a cluster of traits on the 16 PF questionnaires, namely, affected by feelings, gober, expedient, suspicious, practical, shrewd, and apprehensive. 3. The degree of rejection did not vary with the degree of traits. 4. The girls varied on a set of personality factors from the boys. Girls were sober, shy, tender-minded, apprehensive, and undisciplined, whereas boys were happy-go-lucky, venturesome tough-minded, placid and controlled. 5. Academic performance of rejectees was poor. 6. Academic performance did not vary with the degree of rejection.

Misra (1986) conducted a Critical Study of the Influence of Socio-economic Status on Academic Achievement of Higher-Secondary Students in Rural and Urban Areas of Kanpur. The main findings of the study were: 1. There was a positive relationship between socio-economic status, and academic achievement of the students. 2. There was a positive relationship between the intelligence test score and academic performance of the students. 3. Intelligence positively affected academic performance of the students. 4. The academic achievement of the rural students was lower than the achievement of the urban students. 5. The academic performance of girls was superior to the performance of boys.
Sharma (1986) conducted a study of Factors involved in Attribution for Success and Failure in School. The major findings were: 1. Teachers had a higher degree of liking, familiarity and expectation in case of students belonging to high social class and high caste as compared to low caste and low class students. 2. Teachers’ attributions regarding student’s success and failure were influenced by the kind of expectations they had about them. 3. Success of high expectation and failure of low expectation students were attributed to their ‘Family’, ‘Ability’ and ‘Effort’. Failure of high expectation and success of low expectation was attributed to the nature of task and Chance factors. 4. Teachers attributed success of high caste and failure of low caste students more to the family and ability and less to chance and task. They attributed failure of high caste and success of low caste students more to chance and less to family, ability or effort. 5. Teacher’s attribution for students’ performance in an actual school examination and those based on experimentally manipulated feedback were found similar. 6. High and Low expectation students differed in making self-attribution for their performance. High expectation students made greater attribution for their success to ability and afford in comparison to failures. In case of low expectation students the trend was not clear. 7 Attribution of success to internal factors like ability and effort and failure to external factors like chance, was associated with positive self-concept and low degree of fear or failure, whereas attribution of success to external categories like chance and failure to internal categories like ability
and effort was associated with negative self concept and high degree of fear of failure.

Singh (1986) conducted a Study of Some Possible Contributing Factors to High and Low Achievement in Mathematics of the High School Students of Orrisa. The findings were: 1. Achievement in mathematics was positively significantly related with intelligence, SES, and study attributes. But achievement in mathematics was not related with scientific interest, mechanical interest, interest in agriculture, interest in business, interest in social service, interest in art, interest in official activities, interest in administrative activities, family relationship, social relationship, emotional stability, conformity, adjustment, mood, leadership, and study habits. 2. Regression analysis revealed that the study habits and interest in agriculture were significantly correlated with achievement in mathematics, 3. High achievers scored high in the study attributes survey while low achievers scored low; high achievers were more intelligent than the low achievers, and high achievers in general were of higher SES than the low achievers. Thus intelligence, study attitudes and SES contributed in this order of importance to discrimination between the high and low achieving groups.

Narang (1987) made a Comparative Study of the Socio-economic and Home Factors Affecting the Academic Achievement of Boys and Girls (10 and 11 years) in the Urban and Rural Areas. The major findings of the study were: 1. Socio-economic status did not affect academic performance in the city, town and village areas. 2. The number of siblings seemed to affect
performance; Most high achievers had only one sibling. In the village areas most of the respondents among all categories of achievers had three siblings. 3. The exposure to mass media or the extent of exposure did not affect school achievement. 4. Regularity in doing homework helped achievement while copying it from others hindered performance. 5. The relationship with the principal did not affect academic achievement. 6. In the city area, the relationship with the teacher affected the achievement of Marathi medium girls. In the town area, achievement was affected the ability of the respondent to go to the teacher with problems. 7. Where the non-academic programme of the school was concerned, participation in co-curricular activities was related to high achievement. However, the type of activities or hobbies pursued or the type of games played did not affect it. 8. The time spent on housework, the type of house, household chores performed, and the way free time was spent did not affect achievement. However, the amount of free time affected the achievement of only girls. 9. The relationship with friends with special reference to the number of close friends, visits to friends, frequency of visiting them, leisure activities and friction with classmates did not affect achievement. 10. Low achievement was related to being frequently scolded by the parents

Suthar (1987) conducted an Investigation into the Effect of Caste, Effectiveness, Responsibility and Sex of the Primary School Teachers upon the Pupils’ Achievement. The major findings of the study were: 1. The non-backward class teachers were more effective than the backward class
teachers. 2. The male teachers were more effective than the female teachers. 3. The more experienced teachers were found more effective than the less experienced teachers. 4. The teachers of grade VI were found to be more effective than the teachers for grades V and VII for high effectiveness scores. The teachers for grade VII proved to be more effective than teachers for grades V and VI for low effectiveness scores. 5. Out of 18 interactions only one turned out to be significant at 0.05 level in first order interactions and it was caste x experience. The second order and third order interactions were not significant. This was for high effectiveness scores. 6. For low effectiveness scores, out of 18 interactions not a single one turned out to be significant. 7. The caste of the teachers was not a factor that influenced responsibility of the teacher. 8. Sex of the teacher was not a factor that influenced the responsibility of the teacher. 9. The experience significantly influenced responsibility of a teacher. 10. The grade of the teachers in which they were teaching affected their responsibility. For high responsibility scores it was found that the teachers of the fifth grade were more responsible than the teachers of the sixth grade and the teachers of the sixth grade were more responsible than teachers of the seventh grade. 11. Out of 18 interactions, two turned out to be significant at 0.01 level in first order interactions and in second order interactions two turned out to be significant at 0.01 level. The third order interactions were not significant. The interactions that were significant were caste x experience, sex x grade, caste x sex x experience, caste x sex x grade and sex x experience x grade. 13. The caste of the
teachers did not have any effect on pupils’ achievement. 14. Male teachers were found to be more effective than female teachers. 15. The responsibility of the teachers had no effect on pupils’ achievement. 16. The pupils studying under high effective teachers had achieved more than pupils studying under low effective teachers. The grade of the teachers had no significant effect on pupils’ achievement scores.

Trivedi (1987) gave a Study of the Relationship of Parental Attitude, Socio-economic Background and Feeling of Security among the Intermediate Students and their Academic Achievement. The main findings of the study were: 1. There was significant relationship between academic achievement and parental attitude and socio-economic status. 2. Students with parental acceptance showed better academic achievement than those of the parental concentration or avoidance groups. 3. Students belonging to upper socio-economic classes showed better academic achievement than students in lower socio-economic status groups. 4. There was no significant relationship between the feeling of security-insecurity and academic achievement. 5. Parental attitude was significantly related to feeling of security-insecurity and socio-economic status. 6. There was no significant relationship between feeling of security-insecurity and socio-economic status.

Warsi (1987) had undertaken an Experimental Study of Students’ Perception of Teachers as a Function of Educational Level, Academic Achievement and School Background of Students. The main findings of the study were: 1. There was a significant effect of school background of the
students on their perception of teachers. 2. There was a significant effect of educational level on students’ perception of teachers. 3. There was no significant effect of academic achievement on students’ perception of teachers. 4. There was a significant interactional effect of school background and educational level of students on their perception of teachers. 5. There was no significant interactional effect of school background and academic achievement on students’ perception of teachers. 6. There was no significant interactional effect of education level and academic achievement on students’ perception of teachers. 7. There was no significant interactional effect of school background, educational level and academic achievement on students’ perception of teachers.

Sultana (1988) had undertaken a study of School Achievement among Adolescent Children with Working and Non-Working Mothers. The findings of the study were: 1. There was no difference in the achievement in English, social studies, and languages among children of working and non-working mothers. 2. There was a significant difference in achievement in mathematics among children of working and non-working mothers. The children of non-working mothers achieved more than those of working mothers. There was no difference in academic achievement among children of working and non-working mothers, studying in English or Hindi medium schools.

Abdul Kareem (1998) made an Impact of Self-concept and Socio-Economic status on the Achievement of the IV standard students in Malayalam and Mathematics. The major findings of the study were: 1. There
was a significant difference between achievement in Mathematics of boys and girls. Girls’ average score was greater than boys and the achievement of girls was better than that of boys in Mathematics. 2. There was a significant difference between achievement of boys and girls in Malayalam, since girls’ average score was greater than boys and the achievement of girls was better than that of boys in Malayalam. 3. There was a significant difference between achievement of urban and rural students in Mathematics since the average achievement of rural students is greater than that of urban students. The achievement of rural students was better than that of urban students in Mathematics. 4. There was a significant difference between achievement of urban and rural students in Malayalam since the average achievement of rural students is greater than that of urban students. The achievement of rural students was better than that of urban students in Malayalam. 5. There was a significant difference between achievement in Malayalam and Mathematics, since the average score of Malayalam was greater than that of mathematics. 6. There was a significant difference between socio-economic status and achievement in Mathematics, which mean that the achievement of high SES students was high when comparing with those of average and low SES groups. 7. There was a significant difference between socio-economic status and achievement in Malayalam and socio-economic status. The students of high SES group have a high performance when comparing with those of average and low SES groups.
Jayesh (1999) made a study of VII standard students’ achievement in Mathematics and their ability to solve Mathematics problems related to daily life. The major findings of the study were: (1) The relationship between VII standard students’ mathematics achievement and their ability to solve mathematics problems related to daily life (MPDL) is moderately high, shown by the prospective correlation value of $r = 0.66$. The hypothesis test for this $r$-value also yielded significant result at 0.01 level, which indicates applicability from sample to the population. (2) There is a significant difference between the students with high and low mathematics achievement scores in their ability to solve MPDL. High mathematics achievers have performed better than low achievers in solving MPDL. It can be inferred that the students’ ability to solve MPDL is influenced by achievement in mathematics. (3) The overall performance of students in mathematics achievement is found to be a little below average (8.15 out of 20). (4) In the test for assessing students’ ability to solve MPDL the performance of students is found to be poor (Mean score 6.6 out of 20). But one of reasons for this may be that this ability is not usually given much importance in the teaching-learning process.

Prakasha (1999) conducted an Investigation into the Relationship between Primary teachers’ Motivation and their Problems in Teaching English, as second language, in Shimoga District of Karnataka. The major findings were: (1) There is a significant negative correlation between teachers’ motivation and their problems in teaching English. It showed clearly that when the teachers have less motivation then their problems in teaching English
would be more. When the teachers have high motivation then their problems in teaching English would be less. (2) All the dimensions of problems in teaching English are having positive significant relationship. Teacher motivation dimensions are also having positive significant relationship within them. (3) Inter-correlation between dimensions of teacher motivation and problems in teaching English have negative correlation some of them have significant negative correlation also. It shows clearly that when teachers’ have less motivation to work means his problems in teaching English will be increasing. (4) There is no significant gender difference between male and female teachers in respect of problems in teaching English and on teacher motivation. Even male and female teachers are not showing any significant difference in the dimensions of problems in teaching English and in teacher motivation dimensions. (5) The influence of Educational Qualification is observed. It is evident in problems in teaching English. Highly qualified teachers have less problems in teaching English than he low qualified teachers. But educational qualification does not make any significant difference between them in teacher motivation. (6) The influence of educational qualification is significant in teacher activity dimensions. There is no influence of it on other dimensions of problems in teaching and in Teacher motivation dimensions. (7) The location of the school, in which Primary teacher is working, has not shown any significant difference on problems in teaching English and in teacher motivation. Even in any dimensions the above said variables have not shown any significant difference between rural
and urban teachers. (8) There is no influence of type of school, in which primary teacher is working, on problems in teaching English and Teacher motivation. Further type of school has shown influence on teacher activity and student activity dimensions of problems in teaching English. Its influence can be observed in student behaviour Professional Development and Personal of the Teacher motivation. (9) Teaching experience of the teacher has no influence on problems in teaching English and on Teacher motivation. It is implied that experienced and less experienced teachers are not significantly differing from their problems in teaching English and Teacher motivation. Teaching experience is also not significant in any one of the dimensions of problems in teaching English and teacher motivation. (10) With regard to the teaching of English trained and untrained teachers there is no significant difference on problem in teaching English and on teacher motivation. Further those teachers are not significantly differing on problems in teaching dimensions of Professional development dimension of the teacher motivation there, as a significant thing there is no significant difference at all.

Sobha (2000) conducted an assessment of knowledge and Teaching performance in Mathematics and attitude towards Mathematics of prospective primary school teachers. The main findings of the study were:

1) Mathematical knowledge of prospective primary school teachers has no relation with their classroom teaching performance. 2) Attitude towards mathematics of prospective primary school teachers is related to the achievement in Mathematics. 3) Attitude towards mathematics of prospective
primary school teacher and their teaching performance are not related. 4) Male and female prospective primary school teachers have similar attitudes towards mathematics. 5) Prospective primary school teachers belonging to northern and central Kerala have identical attitude towards mathematics. 6) Prospective primary school teachers belonging to rural and urban area do not differ in the attitude towards mathematics. 7) Prospective primary school teachers belonging to government and private institutions have similar attitudes towards mathematics. 8) Prospective primary school teachers with mathematics background (at PUC level) has a more favorable attitude towards mathematics compared to those without mathematics background. 9) Male and female prospective primary school teachers do not differ in their mathematical knowledge. 10) Prospective primary school teachers belonging to central Kerala are more superior in their mathematical knowledge, rather than those from northern Kerala. 11) Prospective primary school teachers belonging to urban areas and rural areas show identical knowledge competency in mathematics. 12) Prospective primary school teachers belonging to government and private institution do not differ in their mathematical knowledge. 13) Prospective primary school teachers with mathematics background at the PUC level are far more superior in their mathematical knowledge compared to those without mathematical background. 14) Prospective of primary school teachers from Central Kerala are more competent in their teaching performance than those from Northern Kerala. 15) Prospective primary school teachers with mathematics
background at PUC and without mathematics background showed similarity in their teaching performance in mathematics.

Harilal (2001) had undertaken a Study of the Teaching Competencies And Student Achievement in Science of standard V. The findings of the study were: (1) There is a difference in the mean of the competencies of teachers belonging to state (Mean = 22.5) and CBSE (unaided) Schools (Mean = 20.3). (2) The mean of the total competencies of the teachers in the state and unaided schools were found to be 58.92 and 64.26 respectively. (3) The mean of the achievement of students in Government and aided Schools (Mean = 12.53) and that in the private unaided schools (Mean = 12.51) did not show much difference. (4) The achievement mean of boys (12.84) is found to be greater than that of girls in the Government schools (12.26). (5) The female teachers in both CBSE (Mean = 57.5) and state schools (Mean = 57.56) have no difference in their pedagogical competencies. (6) There exists some difference in the mean of the total competency of male (21.85) and female teachers (Mean = 22). (7) There is no significant difference in the achievement of students in the state and CBSE schools in science (t-value 0.0938). (8) There is no significant difference in the achievement of boys and girls in science of standard V (t value = 1.563). (9) There exists a positive correlation between the teacher competencies and student achievement (the ‘r’ value = 0.1970 in Government schools and 0.1870 in private schools). (10) Demographic variables like age and sex affect the teacher competency. (11) Teacher competency is higher in those
teachers coming under the age range 1 to 5 years (r = 0.6875). (12) It is also found that the competency of teaching science in standard V is greater for teachers who have low experience upto 5 years (r = 0.7895) and lower for teachers who have more experience of 20-25 years (r = 0.1794). (13) Teachers whose qualification is B.Sc., B.Ed. have high correlation with their teaching competency (r = 0.6340). (14) Teachers whose qualification is B.A, B.Ed have a very low correlation with the teaching competencies in Science (r = 0.0242). (15) It is also found that those teachers who have undergone in-service training programmes establish a high correlation with the competencies (r = 0.57138)

Nafees Fathima (2002) made an assessment of Cognitive Competence in Mathematics of primary school teachers. The major findings of the study, which resulted from the analysis of scores of achievement test in Mathematics, were: (1) It is found that the teachers were not at all competent in solving problems related to BODMAS principle, verbal problems involving profit and loss, cost price and the area of a triangle when side are given as fractions. (2) Teachers also find it difficult to solve problems in HCF and conversions of kilometers into meters. (3) The average performance of the Primary School Teachers in mathematics test is only 37.7%, which is only 48.26% of the total score. This score is much below the expected score. (4) Only 3 teachers, that is 3.88% of the teachers have scored above 80% where as only 14.7% could score above 60% in the achievement test in mathematics. (5) Male and female Primary School Teachers do not differ in
their cognitive competence in mathematics. (6) Cognitive competence in mathematics of the primary School Teachers working in Higher Primary School is better than the teachers working in lower Primary School. (7) Cognitive competence in mathematics of the primary School Teachers working in urban school is slightly better than the teachers working in lower Primary School. (8) There is no variation in mathematics of the Primary School Teachers with different mathematical background.

2.2 RESEARCH IN TEACHING COMPETENCE

Gage (1965) in his review identified the following five qualities as components of teaching effectiveness: teacher warmth, cognitive organization, orderliness, indirectness and problem solving ability.

Agarwal (1969) conducted a study on Measurement and Competence of Teachers of Primary Schools in Madhya Pradesh. The major objectives of the study were: i) to develop and validate a tool to measure the competence of teachers on process criteria and measure their teaching competencies ii) to assess the classroom teaching competence of teachers with reference to product criteria, iii) to measure intelligence, teaching abilities and subject knowledge of teachers as prestige criteria, iv) to develop a booklet dealing comprehensively with the measurement of on-the job efficiency of teachers, and v) to identify the causes of incompetence. A 100 item test was developed. The test was predated in two parts – part I comprised of classroom teaching, and part II other dimensions of the teachers’ job. The reliability coefficients for part-I and Part- II were 0.747 and 0.707 respectively. The validity coefficients
were 0.889 and 0.829 for Part-I and Part-II respectively. The study revealed the following: 1) More than 53% of teachers were not intelligent enough to be teachers and intelligence was significantly and positively related to subject knowledge. 2) Of the primary teachers 52.6% did not like the teaching profession and their attitude was significantly related to the competencies in the classroom.

Samantha Roy (1971) found that there existed some degree of positive relationship between the variables, teacher attitude and teacher adjustment on the one hand and teaching efficiency on the other.

Debnath (1971) found that age, experience, academic achievement and professional training were significant determinants of teaching efficiency. In a study of Sharma (1971) the combination of five predictors i.e., teaching aptitude, academic grades, socio-economic status, teaching experience, and age, in that order, appeared to be sound predictors of teacher effectiveness.

Harbajan Singh and Daljit Singh (1971) studied students’ perception of teacher effectiveness. Traits rated in the order of their degree of influence on teaching effectiveness were: intelligence, punctuality having mastery over the subject, self-controlled, disciplined, dutiful, honest, responsible, confident, possessing proper qualifications and training, sincere co-operative and progressive. Similarly character, professional, intellectual, emotional, social, personal and aesthetic traits were found to be favoured trait categories. The results also showed sex and course differences.
Sharma (1971) studied the relationship between six predictors: aptitude, age, academic grades teaching experience, wed and socio-economic status and three criterion measures: classroom teaching rating, personality rating and final marks of the training course. He found academic grade as main predictor of teaching effectiveness. He also found the positive relationship between teaching experience and teacher effectiveness.

Sharma (1974) conducted the relationship between sixteen personality factors and teaching effectiveness at secondary level through descriptive study method (tools used: R.B. Catell's 16 pp test, seventh-point rating scale prepared by Deva, R.D to measure teaching efficiency; N=173 – 103 males and 70 females). The conclusions drawn were: (i) only six factors out of sixteen were positively correlated with teaching effectiveness- B (Intelligent), L (Trusting, adaptable, free of jealousy, easy to get on with), Q1 (Experimenting, critical, liberal, analytical, free thing), Q2 (self- sufficiency), F (Happy-go lucky, impulsive-lively, gay-enthusiastic); M (practical, careful, regulated by external realities), (ii) intelligence was a very important factor in determining teaching effectives; (iii) ‘total personality’ of the teacher had an important role in teaching effectiveness (r=0.56); iv) significant sex differences were found in the relationship between four factors E, F, H and M, and teaching effectiveness.

Chander (1976) conducted an attempt to investigate the relationship between the attainments in a training course with the teaching efficiency in the classroom and attitude of teacher. The study identified three factors viz.,
A) Attitude and Teaching Efficiency, B) Principles of education and school organization and C) Theoretical aptitude including memorization. The study concluded that Factor A had small correlation with Factor B and Factor C.

Sharma (1979) made an investigation on ‘The Development of Teacher Competencies of the B.Ed student-teachers in the Training Colleges of Rajasthan’. The study aimed at identifying the factors of teacher competence and to study the development of teacher competency among student-teachers of Rajasthan. The classroom observation record developed by Ryan, Socio Economic Status Scale developed by Kuppuswamy, and Teacher Behaviour Characteristic Scale was used to collect the information.

2.3 RESEARCH IN LANGUAGE EDUCATION

Pillai (1974) conducted a critical study of the Basic structures in English and the Corresponding Structures in Malayalam and Its Implications in the Design of a Course for Secondary Schools. The major findings of the study were: (i) The situational method was the most commonly employed method for teaching English in schools in Kerala, but many teachers were not fully aware of the implications and principles of the different methods. (ii) There were many syntactical features in English structures that were similar to those of Malayalam structures. (iii) The structures of English and Malayalam could be subjected to contrastive analysis. (iv) The contrastive findings could be used for collecting target element of a foreign language course and for determining the priority to be given to a structure. (v) The structures, in the
order of difficulty, were the use of prepositions, tenses, passives and
negatives.

Chinnappa (1978) conducted an investigation into problems and
difficulties in Learning Hindi by Telugu-speaking students of Class VIII in the
High schools of Andhra Pradesh. The major objective of the study was to
survey the problems and difficulties faced by Telugu-speaking student of
class VIII in learning Hindi. The study was concerned to the schools located in
the Andhra region of Andhra Pradesh. The major findings of study were:
(i) the state Government had not taken the subject of Hindi seriously.
Teaching of Hindi was considered to be the responsibility of the Central
Government and no budgetary provision was made by the State Government.
(ii) The Government had not made Hindi a really compulsory subject. Though
passing in Hindi was essential, students had to secure only 20 per cent mark
in Hindi and these marks were not added to the total marks in the Board’s
examination. (iii) The administration had not been able to appoint Hindi
teacher in all the schools. They had not appointed any expert in Hindi at the
SCERT. (iv) The education department of the universities also did not pay
special attention to improving Hindi teaching. (v) The state Education
Department had allotted only three periods per week for Hindi. (vi) Teachers
and students were not clear about the reason for learning Hindi. Teachers in
school spoke either Telugu or English and at home also these two languages
were used. (vii) Hindi teachers were not well trained. They taught Hindi
through Telugu. (vii) Schools libraries also were not well equipped with Hindi
magazine or books. (viii) Proper base for learning was not laid in the beginning stage because of inadequate and defective curriculum and teaching methods. (ix) Students listening comprehension was very poor. (x) Expression in Hindi was also very bad. (xi) The textbooks were defective. They failed to create interest among students for reading Hindi books. (xii) A number of other problems and difficulties were identified, for example, inadequacy of instructional materials, inadequate time in the timetable, defective teaching methods, etc.

Parasher (1979) had undertaken a study on certain Aspect of the Functions and Forms of Indian English: Socio-linguistic Study. The main findings of the study were: (i) Mother tongue was found to be dominant in the family domain and English in domains of friendship, transactions, education, government and employment. (ii) No language appeared to be clearly dominant in the domain of neighbourhood. (iii) The use of English was found to be minimal in the most informal domain (family) and maximal in the formal domain (education, government and employment). (iv) The subjects, mother tongues and English were found to be in diglottic relationship. (v) With in each domain the choice of English was related to certain social variables such as degree of informality, topic mobility, professional status, medium of education, reading habits and parents’ knowledge of English. (vi) The subject was found to have positive attitudes to English. (vii) The motivation for learning English in India was found to be instrumental rather than integrative. (viii) Most of the subject was aware of the existence of Indian variety of English, which they
found to be a suitable model for teaching English in the country. (ix) Syntactic
evidence accounted for 48 percent of the total deviant forms. (x) The central
grammatical system of the language was rarely violated. (xi) Major differences
between Indian and native varieties of English were observed in the areas of
lexis and style, (xii) To define standard Indian English and adopt this variety
for the purpose of teaching English in India was possible.

Jayaram and Misra (1980) conducted a study of Achievement through
Hindi medium by Non-Hindi Students. The study was undertaken with the
main objective of finding out the effect on school achievement when the
mother tongue of the student was different from medium of instruction in the
school. Especially it was intended to find out the effect of the medium of
instruction (Hindi) on the achievement in Hindi and Social Studies among
students whose mother tongue was not Hindi. The findings of the study were:
(i) No significant difference was found between the students of Group A and
Group B as far as their achievement in Hindi was concerned, except in class
V. VI, and VII. (ii) There is no difference between the students of Group A and
Group B as far as their achievement in social studies (through the Hindi
medium) was concerned.

Srivastava and Khatoon (1980) had undertaken a study on the effect of
difference between Mother Tongue and another Language as Medium of
Instruction on Achievement, Mental Ability, and creativity of the English
standard Children. The objective of the study was to compare the deferential
effects of mother tongue as a medium of instruction and a language that is not
mother tongue as a medium of instruction on intelligence, achievements and creative abilities. The following were the major findings: (i) The different group was significantly higher on non-verbal intelligence than the same group. This was true when the analysis was done separately for boys, girls and also combined sample. (ii) The achievement of boys and combined sample of the different group was significantly superior to their counterparts from the same group and there was no such difference among girls from the same group. However, when the influence of intelligence was controlled, no such differences existed. (iii) The achievement in the first language of the combined sample from the different groups was significantly superior to that of their counterparts from the same groups even after adjusting for the effect of intelligence. (v) As regards the fluency and flexibility dimension of verbal creativity, the boys, the girls combined sample of the different group was superior to their counterparts from the same group. When intelligent was controlled such differences continued to exist with girls and combined sample on the fluency dimension. (vi) On the originality dimension of were creativity the same and the different groups did not after significantly among boys, girls and the combined sample after adjusting for intelligence. (vii) On the originality dimension of non-verbal creativity, boys, girls and combined sample of same and different groups did not differ even after adjusting for intelligence.

John (1981) did his study on the influence of extra-reading habit on the reading and writing skills in English of VII students of Mysore city and found out that there was a significant difference between them with regard to this
and English language development. Secondly, it was found that extra-reading habit of the students to great extent influenced their language ability particularly development of reading and writing skills in English. The students with high extra-reading habit have developed a better language ability than students with an average and low reading habit. And thirdly it was noticed that students coming from different socio-economic status background do not differ in their language development.

Subrahmaniam (1981) conducted a Linguistic Study of Language Skills Attained in the English medium School in India. The major findings of the study were: (i) There was no evidence to show that RP was systematically taught in all the public schools of India. (ii) There was no evidence to show the existence of pan Indian standard of ELP at trained by students from different parts of India. There was no L, feature both in production and reception at the segmental phonemic level (iii). Morphologically, the variety of English was noticed to be fairly clear and meaningful but not always acceptable and grammatical. (iv) There was very little evidence to prove that the false analogy of the L interfered with the written language forms. The knowledge of the article system and hence system was not free from inaccuracies. But for lapses in these areas, there seemed to be few defects in morphology. (v) In syntax, the survey showed evidence of a fair mastery except in the use of interrogative and reporting. (vi) There was distinctive Indian colour and approach in the use of idioms.
Subrahmaniam (1981) enthusiastically worked on the language skills attained in the English medium school in India. The findings were: no evidence was shown that past participle was systematically taught in all the public schools of India. Morphologically, the variety of English was noticed to be fairly clean, and meaningful but not always acceptable and grammatical. There was very little evidence to prove that the false analogy of the first language interfered with the written language forms. The knowledge of the article system and tense system was not free from inaccuracies. But for lapses in these areas, there seemed to be few defects in morphology. In the syntax, the survey showed evidence of a fair mastery except in the use of interrogative and reporting. There was distinct Indian colour and approach in the use of idioms.

Gupta (1982) studied the Relationship between Reading Ability and Father’s Profession and Birth Order. The findings of the study were:
(i) Father’s profession did not bear any influence on reading performance.
(ii) As a generalized fact, the eighth-born children appeared to be superior in reading ability whereas the first-born children appeared to be weaker than others except the sixth-born children. However, the inferiority in reading ability of the first-born children appeared to be significant only against the fifth-born and the eighth-born children.

Ram Kumar (1982) worked on an assessment of entering behaviour in English of pupils, aimed at obtaining the repertory of verbal association in the English language. The findings of his were that the vocabulary attainment of
the standard VIII pupils were very low, boy and urban pupils having significantly higher attainment than girls and rural pupils, respectively. Only eleven per cent of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences was five. The types of errors were not very large and the possibilities for committing mistakes were minimum because of the pupils inability to write. Four types of errors, viz., spelling balancing of sentences, punctuation and wrong word substitution, had the highest incidence. On these four types of errors, boys and urban pupils had significantly lower number of incorrect responses. Proficiency was low in the use of five component sills, viz., use of phrases, preposition, degrees of comparison, plurals and combining sentences. Proficiency was average in the use of articles, opposition and the ‘ing’ forms.

Brahmabhatt (1983) made a study of Preparation of Language Programme in English for Pupils of Class VIII and its Effect on Achievement in Relation to Same Psycho-socio Factors. Some of the findings were: 1. The language programme prepared by the investigator produced better results so far as English language learning was concerned. The difference between the adjusted means of scores of the experimental group, and the control group was 23.30, which was in favour of the experimental group showing that the new programme was more effective than the usual material. 2. The main effect of treatment was significant. 3. The main effect of sex was not significant, 4. It was found that the programme proved to be more effective
than the usual material without being affected by sex, pre-achievement in
language. IQ, SES, n-Ach, emotional stability and anxiety were paired with
the pre-achievement in language and this showed high correlation with
achievement in English.

Gupta, Sheetal (1983) made a study on Factors Underlying
Achievements in First Language (Hindi), Related Classical Language
(Sanskrit) and a Foreign Language (English) with Their Implications for
Instructional Methods. The major findings were: 1. The distribution of scores
in all the tests of English, Hindi and Sanskrit showed deviation from normality.
2. The relationship between the tests of each language were found to be
statistically significant. 3. In case of English language, the extracted two
factors were identified as ability of comprehension through reading and skill of
correct pronunciation. In case of English language, the extracted two factors
were identified as ability of comprehension through reading and skill of correct
pronunciation. In case of Hindi language, the two factors were spelling and
comprehension through reading. 4. The language abilities and skills
influencing the achievement in the three languages taken together showed
that hearing and understanding, and pronunciation played a dominant role.
The first and second factors were identified as ‘comprehension through
reading’, and ‘spelling’ respectively.

Patil (1983) did his research on the English language Achievement of
Sivaji University arts graduates, with the objective to evaluate the English
language achievement. He found out that the students had only 50% of the
expected English language proficiency and there was no significant difference between male and female students.

Bhattacharjee (1984) conducted an investigation into the Teaching of English in the High Schools of East Khasi Hills District of Meghalaya. The major conclusions were: 1. The majority of the teachers of English were not professionally equipped to teach English. 2. Teaching at the foundation stage was neglected. 3. There was no uniformity regarding workload of teachers of English in different categories of schools. 4. English readers were written according to the latest approach to the teaching of English. The readings were not accompanied by the teachers’ handbooks. 5. The mean overall score in English in classroom teaching was between ‘poor’ and ‘satisfactory’. 6. Sex and marital status differences, and participation or non-participation in curricular activities had no impact on teaching English. 7. Experience and professional training played significant roles in the teaching of English. Teachers from Government and grant-receiving English medium and urban schools taught significantly better than from ad hoc and private, non-English medium and semi-urban schools. 8. The majority of the teachers were not aware of appropriate methods and not clear about the four-fold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments; evaluate students’ progress and the remedial measures in the English class. Training in selected skills through microteaching was effective in improving teaching competence of the
teachers of English. Microteaching supplemented training in English teaching methodology.

Das (1984) had undertaken a Study on Reading Comprehension in English of Students of English Medium Secondary Schools of Standard X of Central Gujarat in the Context of Some Socio-psycho factors. Some of the characteristics of the test and findings were: 1. The mean score of girls was higher than that of boys. There were sex differences with regard to reading comprehension in English. 2. The reliability of the test was determined by the test-retest method, split-half method, Rulon formula, Flanagan formula, K.R. formula and analysis of variance approach ranged between 0.76 and 0.90. 3. The concept validity, concurrent validity and factorial validity of the test were established. The concurrent validity of the test was established by correlating the scores of students on the test with the teachers’ opinion about reading comprehension and it was found to be 0.49. 4. The mean difference of reading comprehension scores was in favour of students with high SES. 5. The mean difference in reading comprehension scores was in favour of students having leadership traits. 6. Emotional stability was not found to influence reading comprehension. 7. Students having a high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism. Students having a low anxiety level had better reading comprehension than those with a high anxiety level.
Joshi (1984) had undertaken a study on Factors Influencing English Language Abilities. The major findings of the study were: 1. The scheduled caste students were found to attain average language level in each one of the six English language achievement whereas students of the non-scheduled castes were found to be slightly higher than average in these abilities. 2. The growth status of language ability was of structural factors operating within and outside (socio-economic status, type of school etc) the individual. 4. The growth of English language ability was found to be more among eighth graders of missionary schools following the students of state government schools and private schools. 5. The growth of English language ability was found to be influenced by such factors as caste, intelligence, socio-economic status, locality, administrative control of an institution and personality.

Singh (1984) worked on linguistic and communication abilities of high school teachers of English in relation to their classroom function with the objective to see whether the subject writing ability is adequate and he found out that the writing ability of most of the subject was not adequate.

Singh (1984) conducted a Study of the Linguistic and Communicative Abilities of High School Teachers of English in Relation to Their Classroom Functions. The findings of the study were: 1. The speaking ability of three fourth of the subjects was adequate though it was deficient in accuracy. 2. The writing ability of most of the subject was adequate. 3. The subject possessed grammatical competence to correct but not stylistic competence to the same extent. In error correction they applied the norms of level accuracy
and were oblivious to discourse and textual constraints. Errors for them meant grammatical errors and not errors of idioms and style. 4. The subjects generally possessed adequate syntactic control and fluency. 5. There was significant difference between the subjects’ speaking ability and their writing ability. The speaking ability was better than their writing ability. 6. The performance of the MAs in English (N=39) was consistently superior to the performance of the MAs in English (N=21). 7. The performance varied from measure to measure.

Soumini (1984) had undertaken a Course Design Based on Communicative Approach For English Language Teaching in Regional Medium High Schools. Some of the major findings were: 1. In case of science, the pretest/post-test gains course of the Experimental group demonstrated a significant improvement due to communicative approach. Similar improvements from pretest to post-test for the control group were not observed. 2. The majority of the students found that the course designed was useful to improve both science and English. Most of the pupils felt that the teacher asked sufficient and interesting questions on the basis designed units. Students found that figures, illustrations, charts and exercises given in the instructional materials were interesting and satisfactory. 3. Most of the English teachers considered that they had to be more active in the classroom and most of the students also sought guidance from them. The teachers felt that this type of course developed vocabulary, structures, science concepts, as well as the language skills. Teachers felt that they needed special training
to teach English through communicative approach. They believed that such course was difficult to be introduced in our schools.

Deshpande (1985) had undertaken a Critical study of Deprivation on language ability of children studying in a municipal corporation school in standard i: a comparison with children in private school and village school. The major findings were: (i) The children who were seriously deprived (economically, socio-culturally and experientially) were found to be effected in more in all aspects of language ability. (ii) Linguistic ability of a child was more seriously affected by experiential deprivation than by socio-cultural and economic deprivation. (iii) Economic deprivation affected comprehension ability more than the other two components of language ability, namely vocabulary and narration and expression. (iv) Socio-cultural deprivation of the child hampered comprehension more as compared to other two aspects of language development. (v) Experiential deprivation affected narration and expression ability of the child much more than the other two aspects of language of the ability. (vi) Factors of deprivation which were found to be prominent for language development were (a) parental interaction and ways of bringing up the child, (b) educational background of the family and (c) standard of living of the family. (vii) The difference in the mean scores on all the ten tests of language ability between the private school and corporation school as also between the private school and village school were significant. (viii) Three schools significantly differed in vocabulary. (ix) The private school and the corporation school also the private school and village school differed
significantly in scores on comprehension was not significant. (x) In narration and expression significant differences were found in all pairs of schools. (xi) School environment did affect the improvement in language ability of children. Improvement being more in the corporation in school as compared to the private school and in the Village Corporation School. (xii) The corporation school and village school children knew the vocabulary from there on environment. However, children from the private school were the best in the comprehension. The deprived children could not narrate their experiences.

Desai (1986) conducted Diagnosis of Defects in Language Ability of Children Studying in standard IV and out of a Remedial Programme for their. The major findings were: 1. Most of the defects in language during the first three years of the primary schools comprised errors of spelling, missing letters while writing, bad handwriting, faulty pronunciation, and lack of knowledge of how to transform sentences. 2. It was observed that weak teaching or total neglect of teaching in some schools by teachers was the main cause of wrong opinion. Added to this was the apathy of parents towards their wards’ education, particularly in municipal schools.

Mohammed (1986) who did his research on the diagnostic study of errors in written English of pre-degree students found out sample errors in seventeen grammatical areas. They were tenses, prepositions, noun and relative clauses, passive voice auxiliary verb, concord, adverbials, adverbial
clauses, quantifiers, punctuations, adjectives, verb patterns, articles and pronouns.

Sharma (1986) gave a Study on the problems of teaching English in Bihar. Some of the major conclusions were: 1. During the last three decades there had been a gradual Lowering in the standards of English due to various reasons like socio political problems of teaching English. 2. Efficient teaching of English was lacking. There was a shortage of trained and qualified teachers. Traditional methods and conservative bases of teachings were commensurate with language needs of learners. 3. The conceptions regarding English language teaching, unpalatable textbooks etc, were the main problems at middle and high schools. 4. In colleges faulty teaching methods, improper selection of teaching items, etc. were the main problems. Teaching of English in colleges was mistaken as teaching of English literature only, and points of linguistic interest were generally ignored. 5. In training colleges the programme appeared to be theoretical only. Even trained teachers remained ignorant about the effectiveness and limitations of teaching aids. 6. Students faced difficulty in picking up correct pronunciation of English. Sounds of already acquired languages mainly interfered with their pronunciation of English. 7. There was confusion about the aims and objectives of teaching English at various stages.

Chatterji (1987) conducted an investigation into Interdependence of Cognitive Development and Language Development in the Middle School Children. The findings of the study were: 1. Language treatment enhanced
cognitive maturity scores of students being taught by teachers with high cognitive development and low cognitive development, 2. Cognitive treatment enhanced language achievement scores of students being taught by teachers with high and low cognitive development. 3. Language treatment resulted in higher gains for students being taught by high cognitive maturity teachers than for students being taught by low cognitive maturity teachers in respect of cognitive maturity test as well as language achievement test. 4. Cognitive treatment resulted in higher gains for students being taught by high cognitive maturity teachers in respect of the language achievement test. 5. The high cognitive development group obtained significant higher scores on various components of the language achievement test (vocabulary, form words and function words) than the low cognitive development treatment group. 6. The high language development treatment group obtained significant higher scores than the low language development t-group on vocabulary, form words and function words. 7. The high cognitive development followed by the language development group obtained higher scores than the low cognitive development followed by the language development group on logical multiplication tasks, combinational thinking tasks, proportional thinking tasks and prepositional statement. 8. The high cognitive development followed by the language development (HCFL) group obtained significantly higher scores than the low cognitive development followed by the language development group (LCFL) on vocabulary, form word function words. 9. The high language development followed by the cognitive development (HLFC) group obtained
significantly higher scores than the low language development followed by the
cognitive development (LLFC) group on logical multiplication tasks. The HLFC
group obtained significantly higher scores than the LLFC group on vocabulary
and function words. 12. The effect of the total learning environment on the
language treatment and those being taught by teachers with low cognitive
maturity. 13. Home environment was significant while comparing the
language achievement test scores of the high and low cognitive treatment
groups.

Joshi (1989) conducted a study on the factors influencing English
language abilities with the objectives to ascertain the growth level of
comprehension, vocabulary, grammar, language usage and spelling abilities
of English language among VII students belonging to different socio-economic
status, sex, intelligence level and to find out the common errors committed in
grammar, language usage and spelling by VII graders belonging to different
sex, intelligence, socio-economic status. He found out that the growth of the
English language abilities were maximum among the VII graders of
missionary schools followed by government school and private schools. The
male eight graders were found to be higher in such language errors as failure
to identify the relationship of the verb with the number of subject, failure to
place the pronoun in sequence, failure to identify the relationship of the
anomalous verb ‘well’ with the succeeding verb, etc. Whereas the female
seventh graders were found to be higher in failure to use ‘who’ and ‘neither’.
Patrikar (1991) had undertaken a study concerned with the causes of the deterioration in the usage of English language to be analysed by critical examination of errors in language performance of students and suggestions for improvement in the teaching-learning process in schools and colleges. He found out that there are lexical errors, morphological errors, orthographical errors and syntactical errors in the students’ written language. His study pinpointed the areas in which the students are deficient, those are; lack of knowledge of English vocabulary, morphology, syntax was very confused. Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of the language, inference of the mother tongue were the major causes in deficient achievement.

Sangeetha (1996) did his research on the errors in written English of VII standard students of rural schools of Palghat of Kerala with an aim to identify the nature of errors in written English and to make a comparative study of the occurrence of different types of errors, made by class VII in written English and she found out that the students made errors in all the areas selected like errors in sentences construction, prepositions, etc.

2.4 CONCLUSIONS

The studies reviewed indicate that very few studies relating to some aspects of medium of instruction were conducted.

Almost all the studies reviewed were conducted based on outcome, i.e. teaching performance/teaching competence/teaching skills and academic achievement of students. Only few studies in India were made based on the
instructional objectives, curricular programme and teaching performance. Some studies were on the comparison of English medium with regional medium students.

The review further strikingly reveals that the studies, which indicate the relationship between the medium of instruction and the performance of teachers and students, are absent. This is a major research gap. In order to fill this gap the researcher has taken up the present study to study the influence of medium of instruction on students and teachers’ performance at primary level in Kerala state.