Chapter – II

REVIEW OF RELATED LITERATURE

2.1 Introduction

A summary of the writings of recognized authorities and of previous research provides evidence that the investigator is familiar with what is already known and what is still unknown and untested. The significance of such review of related literature is clearly pointed out by Borg (1965) who observed that “literature forms the foundation upon which all the future work is built”. Review eliminates the duplication of what has been done and provides helpful suggestions for significant investigation. According to J.W. Best (1977) a familiarity with the literature in a problem area helps the research to discover what is already known, what others have attempted to find out, what method attacks have been promising and what problems remain to be solved.

The investigator has reviewed the reports of previous investigators, dissertations, articles, surveys, reports, books and internet sources on educational perceptions. The findings, opinions, and statement of various researchers and authors which have a bearing on the present study are presented in this chapter under different heads as follows:

2.2 Correlates of Achievement of Candidates Studying in Teacher Training Institutions in India – A Review

The literature dealing with the factors associated with achievement in teacher training course is very large. Some writers have reviewed certain significant literature on the subject. These reviews are
first presented in brief. Then a review of their studies in the field is presented.

Previous Reviews

Evans in his article “Research on Teaching Ability and Academic Achievement” has reviewed significant literature on the subject up to 1959 and has concluded: The most obvious deduction from the available evidence is that there is no one pattern of successful teacher. Teaching is a complex process calling for many different abilities, no one of which is by itself sufficient to ensure success. At the same time each of these abilities makes a small but necessary contribution to success and academic achievement.

Don Ray Spirey (1972) attempted a review of the research dealing with prognosis for success of student teaching in “Teacher Education Programme and Academic Achievement” from 1900 to 1971. Some of the findings of his review were:

i) Catells 16 P.F. Questionnaire appeared to be an instrument worthy of further research on prediction of academic achievement.

ii) Such factors as placement in choice of teaching area and location, compatibility with directing teacher at the participating school, time of year of placement, emotional climate of the participating school, etc. seem to be some of the external variables affecting success in student teaching and academic achievement.

iii) There appears to be some indication that intelligence is related to success. In conclusion the need for explicit definition of academic achievement has been stressed.
2.3 Review of the Related Studies in the Field

Attempts to investigate various types of variables in relation to success in teaching and its academic achievement have continued. In these studies at least three different approaches have been followed. Some are simple correlational studies. Few had followed the approach of comparing the characteristics of two or more groups of student teachers classified according to some variable, other studies are multiple correlational. Again in this group of studies some are validity studies of admission procedures and some have attempted the study of theoretical predictors.

Correlation Studies

Dosajh (1956) in his study on a large sample of teacher trainees of the Government Training College, Jullunder during the years 1952-53, 1953-54 and 1954-55 found positive and significant relationship of imagination and maturity with academic achievement.

Saksena (1957) in his study of pupils at Vidya Bhavan Teacher’s College Udaipur found positive and significant correlation between intelligence and teaching personality but no relation between teaching personality and scholastic background and economic status.

Sarangi (1963) found a positive and substantial relationship between emotional maturity and teaching skill of pupil teachers.

Tej Kiran (1964) found high positive relationship between sociability, enthusiasm and emotional stability and good teaching.

Aaron (1968) in his study on a sample of 40 B.Ed. trainees found positive but non-significant relationship between teaching ability (marks obtained in 10 practice teaching lessons) and three types of motivation – n Aoh., n Aff. and n. Pow.
Raina (1970) explored the relation among various measures of non-verbal form of Torrance’s test of creativity and total teaching practice marks for SSSs positive but non-significant relations between fluency and teaching practice marks, flexibility and teaching practice marks, and total creativity score and teaching practice marks were found. The relationship between originality and teaching practice was found to be negative and not significant. The relationship between elaboration and teaching practice marks was found to be positive and significant.

Krishna Iyengar (1972) found significant relationship between need for achievement (n.Ach) and performance of student teachers in student teaching. For measuring need for Achievement, he used a TAT test developed by himself for the purpose.

Patted (1972) in his study conducted on a sample of 93 student teachers attempted to find the relationship between a measure of self perception and total marks obtained by them at the B.Ed. final examination. The correlation obtained was found to be positive and significant.

Patted G. M. studied the perceptual factors and success in teacher education and their academic achievement.

The specific objectives of the study were,

1) To select relevant perceptual factors.
2) To construct tools (measures) to assess the perceptual factors.
3) Evaluate the constructed perceptual tools in terms of validity and reliability.
4) To compute relationships between the selected perceptual factors and academic achievement of teacher candidates of the B.Ed. course.
5) To determine the relative efficiency of the selected perceptual factors in predicting academic achievement of teacher candidates of the B.Ed. course.

In pursuance of above said objectives

1) Self, student, teaching profession, instructional goal and instructional role study based on experts opinion and self experience.

2) Tools to assess the above said perceptual factors were constructed using the standard procedure and their intrinsic and test and retest and split half reliabilities were computed.

3a)
   i) Coefficient of consistency by the split half method 0.62 (n=50)
   ii) Coefficient of stability by the test retest method 0.64 (n=50)
   iii) Range of intrinsic validity was between 0.79 to 0.80 (n=50)
       Judges found the scale to have content validity.

3b)
   i) Coefficient of consistency 0.87 (n=50)
   ii) Coefficient of stability 0.77 (n=50)
   iii) Range of intrinsic validity found to be between 0.88 to 0.93 (n=50)
       and
       Judges found the scale to have content validity.

3c)
   i) Coefficient of consistency was found to be 0.86 (n=50)
   ii) Coefficient of stability was found to be 0.74 (n=50)
   iii) Range of intrinsic validity was found to be 0.86 to 0.93 (n=50)
       Judges found the scale to have content validity.

3d)
   i) Coefficient of consistency was found to be 0.66 (n=50)
   ii) Coefficient of stability was found to be 0.69 (n=50)
iii) Range of intrinsic validity was found to be from 0.81 to 0.83 (n=50)
    Judges found the scale validity to have content validity.

3e) i) Coefficient of consistency of the scale was found to be 0.82 (n=50)
    ii) Coefficient of stability of the scale was found to be 0.69 (n=50)
    iii) Range of intrinsic validity was found to be in the range between 0.85 to 0.90 (n=50)
    Judges found the scale validity to have content validity.

4) Relationships between perceptual factors and academic achievement of teacher candidates (n=200) from two Colleges of Education - University College of Education and Kamala Baliga College of Education were found to be significant. The correlation's ranged from 0.1480 to 0.3875.

5) Prediction of academic achievement of teacher candidate in B.Ed. course based on self, student, teaching profession and instructional goal perception of teacher candidate is possible.
    Multiple correlation was found to be 0.42 (multiple correlation predictors self perception, teaching profession self perception and instructional goal perception was found to be 0.42).

2.4 Correlates of Achievement

The central focus of all formal educational effort is academic achievement on the part of students even though it is derivable to have all-round development as the goal of educational process where academic achievement would be just one of the dimensions in most educational institutions academic achievement continues to be the exclusive concern narrowing down the very concept of educational process. Nevertheless it is important to note the achievement in school
subjects is not an independent phenomenon. Rather it is directly influenced by a number of factors some of which are personal to the individual while many others are located in the environment on which the learning process takes place. Thus in order to fully understand the concept as well as the process of academic achievement it is imperative to identify and explore various factors related to academic achievement. However the number increased quite speedily and by now there are 175 studies completed in this area. A point that becomes obvious is that the area has been explored essentially as a topic of academic interest rather than of direct practical relevance as very few independent research projects have been completed in this area.

Researcher has studied a large number of Personality characteristics of the learners exploring their possible relationships with academic achievement creativity adjustment attitude and values and other psychological characteristics that have been explored. Socio-economic status directly or indirectly is one variable that finds a place in large number of students. Some have also studied instructional characteristics and there is a major trend discernable during the last few years where group of specific studies particularly with respect to disadvantaged groups such as scheduled castes and scheduled tribes.

**Buddhisagar, Meena and Saunsauwal (1991)** Achievement of B.Ed. students, effect of treatment, intelligence, attitude towards teaching profession and their achievements.

It attempts to study the influence of attitude towards the teaching profession as the achievement of students studying through Programmed Learning Material (PLM), Advance Organiser Material (AOM) and the Practical Method (PM).
To study the effect of treatment, intelligence, attitude towards the teaching profession and their interaction on the overall achievements of the students.

The study was designed on the post test control group design. Therefore three levels of treatment and three group of students. The treatment were randomly assigned to the three groups. The study was conducted in two stages where in instructional material was developed for 109 and 139 Arts and Science graduated admitted during the academic sessions 1983-84 and 1984-85 to the University Teaching Department of Education Devi Ahilya Vishwa Vidyalaya. The tools used included Raven's advanced progressive matrices and the attitude scale of Kalli Bavnur. The data were analysed using Anova of unequal size.

The mean achievement scores of the students belonging to the three treatment groups differed significantly.

**Diwan, Dinesh Kumar (1991).** A study of the predictors of academic achievement of student teachers in terms of aptitude, attitude, participation and human values.

1) Academic achievement of students teachers was related to teaching aptitude, attitude, co-operation, dedication, nationalism, scientific outlook, tolerance and entry level.

2) Female student teachers were found significantly higher in comparison to male student teachers in all the variables, viz academic achievement in total theory and practical, aptitude, co-operation, dedication, nationalism, scientific outlook, tolerance and entry level.
2.5 Studies on Educational Evaluation, Examination and Achievement

The educational evaluation procedures and examination has been the subject of extensive research for the past three decades. The work on examination reforms done by the NCERT, the UGC and the Association of Indian Universities underscores the importance that has been attached to this area at the national level. This is quite understandable as under the present circumstances marked by the examination oriented curriculum programmes and the degree linked to job requirements it is the examination which holds the position of premium giving credibility to the whole system of education. Researches on educational evaluation began in the country in 1943 marking the beginning of educational research itself when the Bombay University awarded Ph.D. degree in education to Chickarmane (1943) for his work of factor analysis of arithmetical ability among school children. The area has made thereafter steady progress. Till now 199 studies have been reported on the various aspects of evaluation examination and achievements. An interesting feature is that about 50% of these studies are independent research projects. The large number of research units that were functioning at various university centres and the committed work carried out by certain individual scholars. The small number of studies that have been reported after 1980 gives an impression that this enthusiasm has been on the wane among the researchers.

The construction of achievement tests for different school subjects has attached number of scholars. Also quite a few studies have been conducted analysing the factorial structure of achievement abilities. The steps in psychological test development without appropriate consideration to more recent developments in the field of achievement testing. The topic that has the biggest proportion of studies in
examination, several aspects of examination such as reliability, type of questions, internal assessment grading system and innovations have been covered. In the recent past quite a few studies have been conducted analysing the problems and issues related academic achievement.

Singh (1970) conducted study on the investigation of teacher trainees performance in relation to certain intellectual abilities. Study revealed among other things that intelligence, factors a, e, f, i, l, m of 16 P.F. aesthetic and religious interest are significantly related to teaching skill. Student teacher ratings were used as criterion measure for the assessment of teaching skill in this investigation.

Debnath (1971) conducted investigation on teaching efficiency - it's measurement and some determinants. Study revealed found among other things that age, experience, academic achievement and professional training are the significant determinants of teaching efficiency. It may be pointed out here that rating of teaching through observation was used for quantifying teaching efficiency.

The investigation by Sharma (1971) on "Construction of teaching aptitude test for elementary school teachers" reveal among other things that mental ability, attitude towards children adaptability, professional information and interest in the profession contribute to success in teaching and its academic achievement.

An investigation conducted by Mehta (1972) on "Factorial analysis of teaching ability of graduate pupil teachers of secondary teachers training colleges" revealed among other things that,

i) High achievers with reference to teaching ability are found to be more conscious, venturesome, tender minded and experimenting in their academic achievement.
ii) The high achievers are high on verbal reasoning, numerical ability, space relation and abstract reasoning.

iii) High achievers are also high on theoretical values and preferred to be practical. Practice teaching total marks represented the criterion variable teaching ability in this study.

Nair (1973) attempted to find out the predictive value of academic achievement and socio-economic status (S.E.S.) of student teachers in terms of their success in teaching. The study was limited to the 95 student teachers of the Government Training College, Trichur in the year 1972-73. Academic achievement was ascertained on the basis of percentage of the marks obtained at the university examination for their first degree. Weightage was also given to the post graduate degree. To find out the S.E.S. Kuppuswamy’s procedure for determining socio-economic status was followed. A set of criteria was used for evaluating their teaching. Value of "r" calculated for academic achievement and teaching ability was +0.2 and for S.E.S. and teacher ability +0.05 on the basis of these correlation the investigator drew the following conclusions.

i) Academic achievement alone is not a good predictive criterion for teaching success, though better knowledge of content is an essential factor for academic achievement.

ii) S.E.S. alone cannot be considered as a predictive criterion of teaching ability.

The study conducted by Gurubax Lal (1974) on the relationship between creative thinking and vocational anxiety and their effect on success in teaching and achievement. The study revealed among other things the following

i) Creative thinking is significantly correlated with academic achievement.
High vocational anxiety is inversely related to academic achievement. Practice teaching lesson awards and university examination marks represented the criterion viable in the study of academic achievement.

Gupta (1977) conducted study on personality characteristics and adjustment level, academic achievement and professional attitude of successful higher secondary school teachers. The study revealed among other things the following:

i) Academic achievement is significantly related to the personality factors $a, b, c, f, g, h, i, l, o, q_3$ and $q_4$.

ii) The academic achievement is not significantly related to success in teaching.

iii) The academic achievement is significantly related to home, health, social, emotional, professional, total adjustments and attitude towards teaching.

Assessment of academic achievement with the help of a scale represented the criterion variable in the study.

Khanapuri (1979) in her attempt to predict performance of TCH student teachers in practice teaching found that there is significant positive relation between TPP and STP with the criterion variable.

Bhogo Liwal (1982) conducted study on the personality characteristics associated with teaching effectiveness of higher secondary school teachers found that

i) The more effective teachers are by and large superior in their intellectual capacity, intellectual functioning, empathetic and imaginative functioning, differentiative and integrating functioning, extent of interest to practical consensus.
ii) The more effective teachers are characterized by a fairly higher level of understanding of uncommon abstract concepts.

iii) Inner control is better in the case of more effective teachers.

Majagi (1982) in his attempt to construct and standardize a battery of tests for selecting candidates to B.Ed. course found among other things that interest in teaching and attitude towards pupils were correlated with the marks obtained by the candidates the external examination in teaching.

Unlike Elliotte et. al. (1999) The present study obtained data from both student teachers and teaching staff and it thus proved possible to consider self perception are reflected by the views of the teachers. Given the close relationship between the students teacher self perception and what they considered their teachers thought of them it would appear that teacher message lays a significant role.

Julian and Others (2001) reported in research papers and investigated that there are number of factors that are considered to impact upon academic achievement. Student teacher understandings of what is considered to be acceptable behaviour appeared to differ. Possible reasons for and implications of these differential teacher messages are discussed. The paper concludes by examining the implication of the findings from the study for increasing motivations and academic achievement in countries with very different socio cultural contexts.

Chich-Lun Hung and Kevin Marjoribanks (2005) examined relationship among family, social studies, perceptions of family and college learning environment of students, teachers and their academic achievements. The data were collected from Taiwan colleges. Although findings have suggested the family background is an important determinant of educational achievements and the college characteristics
have minimal effect debates continue regarding the relative importance of family and college input.

In this study relations were examined among family, social studies, perceptions of family and college learning environments and measures of student teachers academic achievement. Educational aspiration were chosen as an outcome variable as investigations have shown them to be an important predictor of eventual academic achievement. In addition, self concept was chosen as an effective outcome as student teachers, which is an important correlate of academic success.

The student-teacher academic achievement was measured using tests from the secondary school aptitude test. In the test there were verbal and mathematics measure, asserted at five levels. The alpha reliability estimates of the tests over 0.87 and 0.84 respectively.

Structural equation modelling with Amos 4.01 programme was used to examine relationship among family, social studies and student teacher perceptions with their academic achievements.

Course on teachers rating scale, teacher personality characterize inventory provided the criterion measures of teacher effectiveness.

2.6 Casual Comparative Studies

Aaron (1967) found that the two groups of student teachers one with previous teaching experience and other without experience did not differ significantly with reference to their achievement in B.Ed. teaching examination conducted during the years 1963 through 1966.

Patted (1971) found that the two groups of student teachers classified as effective and poor on the basis of marks earned by them in
practice teaching differed significantly on the two perceptual dimensions – self perception and student perception.

2.7 Multiple Prediction Studies

Warburton, Butcher and Forrest (1963) in their investigation on a sample of 100 teachers under training in the department of education university of Manchester attempted to examine the predictive powers of measures of abilities, personality, interests, values and general culture and biographical details in terms of final teaching mark, final theory mark and award of the graduate certificate in education. Analysis of results showed that:

i) Degree class was the best single predictor of theory mark and of final award.

ii) A personality questionnaire, (Catell's 16 P.F.) was the best single predictor of teaching many; and

iii) The successful student tended apart from academic qualifications to have high level of general culture, high consciousness (16 P.F. Factor G) to have tender minded attitudes to education and to participate fairly, widely in social activities.

Sherry (1964) in his study on a large sample of student teachers of the department of education and the training colleges affiliated to the Agra University in Agra region attempted to investigate the usefulness of certain psychological tests for predicting success in teaching. The study among other things revealed that:

i) Measure of intelligence, personality, interest and attitude could be combined to form a battery to predict rated success in teaching.
ii) Intelligence was found to be the most important for success in teaching and

iii) The next important factor was the emotional quality of the teacher and attitude occupied a more important place than interest.

_**Tarpey (1965)**_ in her study on a sample of 128 students in 4 different training colleges in Ireland attempted to investigate the predictive powers of certain personality factors in terms of teaching many. Among other things the study revealed the following:

i) There was no significant correlation between intelligence test scores and the teaching mark in all the colleges.

ii) Positive correlation was found between the scores on the teacher attitude inventory and the teaching mark of all four colleges, a correlation which was significant for two.

iii) Significant correlation between personality factor G. (Super ego, Strength, Consciousness) and the teaching mark was found in only one college.

_**Mathias and Park (1965)**_ attempted to investigate the predictive powers of fourteen quantitative measures obtained from the cumulative personnel records of 252 students at North Western University in terms of their success in student teaching. The study revealed some statistically significant correlations, but no correlations of a high enough level to suggest the possibility of single predictive relationship. Multiple correlation analysis indicated the potency of three variables as possible predictors of success in student teaching and their academic achievement. These were:

i) Participation in extra-curricular activities.

ii) Grade in speech courses and
iii) Pre-student teaching interview followed by a second possible combination:
   a) Participation in extra-curricular activities.
   b) Speech course grades and
c) Grades made in professional education courses.

**Suraj (1965)** attempted to find out the relationship existing between teacher trainees intellectual efficiency, self acceptance and teaching skill. The study was conducted on a sample of 400 students attending teacher training programmes at the graduate level in Punjab. Among other things his study revealed that the predictive value of intellectual efficiency for determining teaching skill was much more than that of self acceptance.

**Deva (1966)** attempted to investigate the predictive powers of intelligence, social adjustment, personality adjustment, socio-economic status and academic achievement in terms of student teaching success. 546 student teachers of six teacher training institutions in Western Uttar Pradesh preparing for the B.T. (Bachelor of Teaching) Examination of Agra University constituted the sample of his study. Multiple correlation analysis indicated the potency of personality adjustment, social adjustment and academic achievement as predictors of success in student teaching and its academic achievement.

**Morman et. al. (1967)** in their study on a sample of 95 first year female elementary teacher trainees at the California state college, Los Angeles, attempted to investigate predictive powers of three sub-tests of TAV selection system (T – moving towards people, A – moving away from people, V – moving against or versus people) when they found that the inter-personal reactions as measured by the TAV related to academic success.
Walberg (1967) in his study on a sample of 280 students in their last year of elementary teacher training at Illinois Teachers College in Chicago attempted to investigate the predictive powers of measures of academic background, scholastic aptitude and professional knowledge in terms of rated success in teaching. During the last week of the student teaching semester, the students are rated by the principals of their schools as well as their field supervisors for effective teaching. The ratings are summed for an overall performance rating. The study revealed that grades in High schools and colleges as well as scores on tests of scholastic aptitude and professional knowledge did not correlate with rated teaching effectiveness.

Cortis' (1968) study on a sample of 259 students of colleges of education attempted to investigate the predictive powers of cognitive creativity, personality measures and biographical details in terms of practical teaching, previous teaching experience, lower verbal fluency and naturalistic and tender minded attitudes to education were found to be correlates of academic achievement.

Sharma's (1971) study was designed to investigate the relationship of six predictors, teaching aptitude, age, academic, grades, teaching experience, sex and socio-economic status with the criterion measures of classroom teaching. 700 student teachers from the elementary teacher training institutions of Uttar Pradesh, India were involved in the study. Analysis of results indicated that there was significant relationship between the criterion – teaching success and teaching experience and that socio-economic status and sex variables were not significant.

Dosajh's (1972) investigation attempted to study the predictive powers of academic background, emotional maturity and imagination in terms of marks in student teaching. 251 students of the B.Ed. class of
the session 1970-71 of the Government College of Education, Chandigarh (Punjab) constituted the Ss of the study. Amongst the major findings of the study was –

None of the predictors correlated significantly with success in B.Ed. teaching. The study further revealed that the evaluation criterion in student teaching was highly subjective.

In a multiple correlative study conducted by Patted (1972) an attempt to predict performance of 110 B.Ed. student teachers in the University College of Education, Dharwad in student teaching on the basis of scholastic aptitude, attitude towards teaching profession and introversion, extroversion measures was made.

The results of analysis demonstrated positive and significant relation between the criterion and each of the three predictors. Further it is very interesting to note that 83 percent of the variance in student teacher programme in teaching was explained by the weightage sum of the three predictors. The findings of the study deserve cross validation.

2.8 Studies on Selection Procedures

Giriraj Kishore (1964) in her study attempted to investigate the extent to which the B.Ed. selection procedure followed in Aligarh Muslim University was able to predict the success of student teachers at the university examination in theory and practice of teaching. 92, 75 and 69 students undergoing B.Ed. course respectively in the years 1961-62, 1962-63 and 1963-64 constituted the Ss of the study. The selections were made on the basis of previous academic records and performance of students in three admission tests-General English test, intelligence test and tests in the two teaching subjects. Among the major findings of the study was:
i) In the case of teaching marks the correlation of intelligence test scores was generally higher than those of other predictors. The correlation of academic record was the lowest.

In a study conducted by Cornett (1969) three selective admission criteria used for admitting students to teacher education were evaluated to determine the effectiveness of these criteria in predicting performance of first year teacher. The analysis indicated that selecting students on the basis of a 2.0 average, a ‘C’ or better in Freshman English and a ‘C’ or better in introductory course in education was in effective in predicting teaching performance. He concluded that the existing programme was possibly screening out too many potentially successful teachers.

Singh and Varma (1995) studied the effect of academic aspiration on scholastic success of Class XI students and found that academic aspiration correlated positively with scholastic success of both rural and urban students and that the positive nature of correlation is satisfactorily significant.

2.9 Studies on Educational Perception at Different Levels of Education

Glass (1954) found that the elementary school teacher was ranked positively by the members of the general public which is found to be significant.

Huberman (1989) found that it is typically not until after their early years that teachers begin to assert greater autonomy over the curriculum. Thus, new teachers may closely follow a curriculum developed by others in their novice years, while they are working on other important aspects of teaching such as classroom management. As
they develop as teachers, they may have a greater desire to make more of their own decision.

Volet and Renshaw (1995) conducted study on Cross-cultural differences in University Students' Goals and Perceptions of Study Setting for Achieving their Own Goals. International education and university study exchange programs are now widely established around the world. Yet little is known about possible cultural differences in international and local student's goals and perceptions, and about how international students adapt to the specific academic requirements of the host country. The mediating role of student's goals and perceptions, as well as the dynamic and adaptive nature of those cognitions have been emphasized in theories of self-regulation of learning and empirical research on students learning. The present study examined the extent to which international students' ways of thinking about learning, learning goals and perceptions of the usefulness of typical university study contexts differ from local students at the beginning of their study in the host university, and then become similar to that of local students after a period of time. Comparisons of matched groups of international students (from South-east Asia) and local (Australian) students revealed evidence of cultural/educational differences between their conceptualization of goals at the beginning of their university study but this difference disappeared after one semester. At the start of their university study, South-east Asian students displayed higher levels of goals than local students, but neither group was certain yet which study settings would be most useful for achieving their personal goals. After one semester, south-east Asian students had become more like local students but the two groups overall patterns of change over time were similar, providing further support for the view that the specific characteristic of study
environments have a strong impact on students learning. South-east Asian students clear differentiation of the usefulness of typical study settings for the achievement of high v/s low level goals however, contrasted with local students undifferentiated view that individual study is the most useful from of learning.

Further study reveals that the dynamic interactions of students goals and perceptions of the usefulness of study settings provided insight into the significance of personal and contextual factors in understanding student learning. Developing such insight is particularly useful in understanding how international students adapt to the specific academic requirements of the host country in comparison to their local counterparts. In the present study, South-east Asian students displayed evidence of strategic adaptability in their attempts to meet the new educational requirements. They also displayed evidence of advantageous and wise continuity in maintaining their high levels of achievement orientation. Although the case of South-east Asian students studying at university in Australia may be unique, the issue of possible cross-cultural differences between international and local students study goals and perceptions needs to be addressed in order to ensure that international education and student exchange programmes are worthwhile experiences for all interested parties.

Huang and Wasman (1996) claim that focusing on predictors of academic success may help in the design of effective educational interventions. Multivariate analysis and post hock test of student responds showed that high achieving students had significantly higher perception of involvement affiliation, satisfaction, academic self concept and achievement motivation than low achievement students within each ethnic group.
Mumthas (2001) studied on psychological variables on predictor of Mathematics achievement and found that mathematics anxiety has a significant or negative relation with achievement in Mathematics.

Bez-Peretz (2001) describes the impossible task of the teacher educator in preparing future teachers for the multiple roles they must assume in the 21st century. Student teachers and cooperating teachers can benefit from exposure to a wide range of orientations to the role of cooperating teacher in their work together. This kind of exposure will increase the awareness of student teachers concerning the multidimensional nature of their future roles as teachers, while encouraging cooperating teachers to see their roles with student teachers, as well as with pupils in the classroom, as more inclusive.

Teacher education programs must take responsibility for providing situations in which participants are encouraged to articulate their perceptions in a safe and supportive climate that allows for expression of satisfaction with mentoring, as well as concerns of conflict. Meetings between cooperating teachers of diverse school settings in the framework of the teachers college can promote a richness of conversation about different orientations and ways of working with student teachers (Clarke and Jarvis-Selinger, 2005). As Zeichner (1995) suggests, one solution for designing better mentoring programs is to build on the practical knowledge of mentor teachers in order to design best mentoring practices in collaboration with those who do the mentoring.

Greany (2002) conducted study on the student perceptions on language learning in a technological environment: Implications for the new millennium. The survey data from beginning Spanish classes using a combination of technologies: Internet activities, CD-ROM, electronic pen pals, and threaded discussions. Goals of the study were
to determine student’s perceptions of (a) the role and importance of the instructor in technology-enhanced language learning (TELL), (b) the accessibility and relevance of the lab and the individual technological components in student learning, and (c) the effects of the technology on the foreign language learning experiences. Students attributed an important role to instructors and perceived that cultural knowledge, listening and reading skills, and independent learning skills were enhanced but were divided in their perceptions about the learning or interest values of the individual components. Implications are presented that may be useful to universities developing technology enhanced instruction.

Chan Kwok-Wai (2004) conducted investigation on the study of teacher professional development of in-service teacher’s motives, perceptions and concerns about teaching. The present study aims to study the professional development of in-service teachers from beginning to experienced teachers through investigating psychological constructs of in-service teacher education students in a tertiary institute of Hong Kong. The present study reveals that psychological constructs included in-service teachers motives in joining the teaching profession, their perception/conception about teaching and learning before and after taking up teaching and their focus of concerns in teaching. It is hoped that the results would provide valuable information to teacher educators and school authorities to assist professional development of teachers to promote their qualities and retain the quality teachers in the teaching profession.

David Kauffman (2005) conducted study on the second year teachers perception curriculum prescription and curriculum constraint. The study reveals that the professional life cycle of teachers suggests
that new teachers willingness to follow the plans of others may be part of their development, rather than a barrier to it.

**John Centra and Gaubatz (2005)** conducted study on the student perceptions of learning and instructional effectiveness in college courses. The study reveals that the student perceptions of learning although final course examination scores have been the primary criterion for establishing the validity of student evaluations, the scores reflect only a limited view of student learning outcomes. More comprehensive indicators of student learning would go beyond a single exam score, which typically reflects only narrowly defined course objectives. Such indicators might include student perceptions of their increase in interest in the subject. The study is revealed that student perception of learning in a course correlated much higher with student rating of instruction than did differences in pre-test and post test performance. The study also reveals that the student perceptions of learning were highly correlated with their overall ratings of teaching effectiveness.

**Peter Lind (2005)** The perceptions of Teacher Education in Relation to the Teaching Practicum, New Zealand Journal of Teacher’s Work, 2(01). The present study examined the perceptions of the student teacher, the associate teacher and the visiting lecturer regarding the adequacy of the practicum for the preparation of the first year primary teacher. Six triads, or case studies, comprising a student teacher, a visiting lecturer and an associate teacher were selected, each within a different school setting. Using grounded theory, the collected data were analysed and sorted until a conceptual framework emerged. Three key themes were identified: the emotional nature of the teaching practicum; the practicum as situated learning; and the practicum as a professional learning community. Each member of the triad viewed the final
teaching practicum as critical to teacher preparation. To a large extent understandings of the roles played by each member of the triad had been implicit rather than explicit. This study highlights the importance and complementarities of the roles the members of the triad play. It found that student teachers often rely on the solutions provided by the associate teacher and/or visiting lecturer, and that they lack confidence in their own ability to solve challenging classroom problems. A professional learning community requires each member of the triad to collaborate actively as a member of the teaching team and collectively reach solutions posed in the teaching of the class. Finally, the student teachers experienced difficulty in meeting the challenges of student needs, particularly in low docile schools; for some, the challenges were overwhelming.

The study has implications for other initial teacher education programmes regarding practices to meaningfully bridge the gap between the classroom context and the university programme. It provides insights into the requirements for the implementation of practicum that promote a professional learning community. It challenges the assumptions teacher education providers may have about the current models of teaching practicum in which it is perceived as a site where student teachers simply practice teaching and prove their readiness to assume the mantle of a first year teacher. It contributes to the debate around the role and function of the practicum in pre-service teacher education and the need for a deeper understanding and expectation in its implementation by the university and the school, who should be viewed as professional partners in this endeavour.

Kenneth (2006) has conducted study on educational perceptions vs. reality, classroom and clinical education. The study reveals that
they have imply that clinicians are not educators. Some clinicians are not educators but clinical education is a necessary part of student's education and that those to impart this education are not educators is not only demeaning to them. The study is revealed that the clinical education was more important in preparing one for real life as an athletic trainer. There is much discussion about the relative value of clinical and classroom instruction. Study has been performed and opinion written a student concluded that classroom education was more valuable in passing the certification exam but that clinical education was more important in preparing one for real life as an athletic trainer. Clinical education and classroom education should work to strengthen and build both types of education. It is a matter of partnership. Both are indispensable to the partnership strengthening one will strengthen the other.

Tim Everton and Tony Pella (2007) conducted study on the public perception of the teaching profession. The study reveals that the teachers themselves both shape and are shaped by their public image. The public perception of teachers has put it that the status of teachers is an amalgam of a variety of impressions gained by members of the public from their own experiences as children, the interaction they have with their children's teachers and more importantly, the image that is conveyed by the media.

Zayapragassarazan and S. Pughazhedi, (2007) Findings based on the median values about 198 out of 300 student-teachers i.e., (66%), taken for the study have shown favourable perception towards teaching practice programme. 65% of the above 25 years age group have favourable perception towards teaching practice programme whereas the below 25 years age group have shown a higher perception at 68%. 67
Bada and Adediwura (2007) conducted study on the perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. The relationship/effect of students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills on students' academic performance. The population consisted of senior secondary three (SS.III) students in the South West Nigeria senior secondary schools. The study sample consisted of 1600 purposively selected SSS III students from 15 selected secondary schools. A questionnaire with four sections was developed and administered on the subjects. It is a test battery with section A containing the demographic data and the remaining three sections containing twenty items each. The instrument has a test-retest reliability of 0.64 over a period of two weeks (n=40, r=64, p=<.05) an internal consistency (K-R20) reliability of 0.72 (p<0.05) and a Cronbach coefficient alpha 0.70. The collected data were analyzed using simple percentages, Pearson Product Moment Correlation and Chi-square statistics to test the three hypotheses generated in the study. The result show that students' perception of teachers knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students' academic performance.

Shirley (2007) conducted investigation on the teacher's perceptions of their professional learning activities. The present study investigated primary and secondary teachers perceptions of professional learning activities they had undertaken through the administration of common survey instrument that was based on CERI principles. Teacher renewal and improvements in teaching quality through teacher professional development (PD) have been high on the agenda of many countries for some time. Several principles of effective PD for teachers, based on a synthesis of research evidence, have been
espoused by the Centre for Educational Research and Innovation (CERI, 1998). A survey based on these principles was developed and administered to 395 primary and secondary teachers at the conclusion of a variety of curriculum, topic or Information Communication Technology (ICT) based professional learning activities which ranged from seminars and workshops to longer courses. While teacher age, gender and school level were not significant, teachers' ratings indicated ICT activities and longer courses contributed significantly to their professional renewal. Teachers also perceived longer courses were more applicable to their work. These findings affirm the CERI principles of effective PD and endorse the need for long term activities that have specific focus.

**Russell and Weaver (2008)** conducted study on the student perceptions of the purpose and function of the laboratory in science - A grounded theory study. The laboratory has long been an important part of the undergraduate science experience. This paper reports on a qualitative, grounded theory study on students perceptions of the purpose of the laboratory. Thirteen undergraduate chemistry students were interviewed about their experiences in the science laboratory to provide data on students understanding of the purpose of the laboratory in science education. Results reveal that students had views that were polar opposites regarding the correlation between laboratory and lecture content material and the effectiveness of the laboratory at enhancing their learning in science. This paper also reveals the need for explicit instruction regarding the purpose of the laboratory to enhance student understanding. Interpretations of these and other findings are provided, along with a schema for approaching the undergraduates perception of the laboratory synthesizing current and past findings.
Babu Rao (2008) reported that sex, age, educational qualifications, birth order, locality, qualification, fathers occupational level, mothers occupational level, size of the family of individuals does not have significant differences on perceptions of B.Ed., Students on their teacher training.

Lakshmi Narayana Swamy (2008) reported that sex, age, educational qualifications, birth order, locality, qualification, fathers occupational level, mothers occupational level, religion of individuals do not have significant difference on perceptions of B.Ed. students on their teacher training.

Shivakumar (2008) has conducted a research on the “Awareness and Practice of Innovative Teaching Methods by Primary School Teachers” and came to conclude that there are no significant difference between men and women teachers in innovative teaching methods in primary schools. This shows that there is no gender difference regarding the innovative teaching methods in primary schools, which is a welcome trend.

Subramanyam (2008) reported that sex, age, educational qualifications, birth order, locality, qualification, fathers occupational level, mothers occupational level, size of the family of individuals does not have significant difference on perceptions of D.Ed. students on their teacher training.

Prabhakar (2009) reported that sex, age, educational qualifications, birth order, locality, qualification, fathers occupational level, mothers occupational level, size of the family of individuals does not have significant difference on perception of B.Ed., students on their teacher training.

Serdar and Suleyman (2009) conducted study on the ‘Analysis of Turkish prospective teachers’ perceptions about technology in
education'. The successful integration of technology into education has been requiring teachers to have appropriate perceptions about technology. By considering this requirement, the aim of this study was to analyze technology perception of Turkish elementary prospective teachers in terms of computer competency skill and learning styles. The study was conducted with 591 elementary prospective teachers. As a result of the study, it was found that there is a significant main effect for computer competency level, but there is no significant main effect for learning styles and no significant interaction between perceived computer competency level and learning styles.

This study has been providing the literature with additional empirical data for technology perceptions of prospective teachers and giving data for cultural comparisons with moderate sample size from Turkish context. Again, the results of this study might be useful for further meta-analysis and modeling studies.

Mahamood Basha (2010) investigated that gender, qualification, birth order, locality, father’s education, fathers’ occupation, mother’s education, mother’s occupation, annual income, size of the family and caste have not significant influence on the perception of D.Ed. students on their training.

In the light of the findings, the following conclusions are drawn. Locality, gender, qualification and caste have significant influence on the perception of D.Ed. students on their training.

Jerome, Albert, Trudi and Dennis (2010) have conducted study on Students’ Perceptions of Effective Teaching in Higher Education. The present study has focused on the following research questions.

Using a unique online approach to data gathering, students were asked to isolate the characteristics they believe are essential to effective teaching. An open-ended online survey was made available to over
17,000 graduate and undergraduate students at Memorial University of Newfoundland during the winter semester of 2008. Derived from this rich data is a set of student definitions that describe nine characteristics in teaching. The survey also takes into account the opinions of students studying both on-campus and at a distance via the web, with the intention of determining if the characteristics of effective teaching are different from those in the traditional face-to-face setting. Students identified nine behaviors that are characteristic of effective teaching in both on-campus and distance courses, knowledgeable, approachable, engaging, communicative, organized, responsive, professional, and humorous. Students indicated that the nine characteristics were consistent across modes of delivery. Respondents to the distance portion of the survey, however, did place different emphasis from the on-campus responses on the significance of each characteristic.

Suleyman Dogan (2010) conducted a study on the Perceptions of Teachers about the use of Educational Technologies in the Process of Instruction.

Technological developments have been adapted to education. Advanced educational equipments have been integrated into the education and these equipments have always been used by the teachers in the classroom. The purpose of this study is to determine the positive and negative effects of the technological equipments on teachers. The participants of the study consisted of randomly selected 1014 primary and secondary teachers from state and private school (Female: 525, Male: 489) in Istanbul. The data was collected by "Teachers Perception..."
Scale of Educational Technology” developed by researcher including 27 questions. The data was analyzed by using a statistical packet program. According to research results, the applications of educational technology of the teachers during academic year, is very effective in education and it is believed that this should be developed intensively.

Frederick (2010) conducted study on the changing perceptions of education and its influence of teacher education program on practicing TVET training.

The changes in qualification requirements for teachers in Trinidad and Tobago influenced many in-service teachers to pursue Bachelor’s degrees in Education. TVET teacher were now exposed to teacher education courses that focused on constructivism and student centered pedagogy. Previously, these teachers were only required to have industry credentials and experiences. The paradigm shift from the widely practiced rote methodology to the new pedagogy and teaching strategies was difficult. The surveyed teachers noted that it became evident that their roles and teaching practices were archaic and this allowed them to develop their individual education philosophy and increase their teaching efficacy. The surveyed group comprised of in-service teachers enrolled in the three year B.Ed. program at the University of Trinidad and Tobago. The study analyzed their performance in their practicum courses. These teachers have limited previous exposure to teacher training (mainly persons who possessed the basic requirements for TVET teachers). It was further concluded that the teachers found it difficult to associate and reference educational course content within their practical teaching. Teachers did adapt a more student focused methodology yet perceived their teaching to be more effective when reverting to traditional teaching methods. Teacher education programs should provide students with the opportunity to
shift pedagogies and methodologies gradually. This should be reflected in the evaluation and assessment methods used in the practicum program. The teaching environment affects the evolution of the in-service teacher.

**Lasse Kannas and Ilona Haapasalo (2010)** conducted study on How comparative school students perceive their psychosocial school environment. The aim of this study was to describe students' perceptions of their psychosocial school environment and do examine the associations between such perceptions and students perceived school performance. Our analyses were based on data from the Health Behaviour in School-Aged Children 2006 study, involving responses by Finnish students from grades 7 and 9. The results indicated the students' perceptions of their school environment were fairly positive, but that a remarkably large proportion of the students reported negative attitudes towards school. School engagement, school strain, and teacher-student relations were found to be the most influential predictors in the psychosocial school environment regarding perceived school performance; as were the grade and educational aspirations out of the selected background factors. The findings imply that despite good academic achievement in Finnish comprehensive schools, there is still a need to improve students school engagement and their satisfaction with school.

**Mungah Shalo (2010)** studied the perceptions of learning of principles and practices in ICT integrated classroom. Teaching and learning in the 21st century, an ICT driven age, are undergoing innovations as a result of the changing demands in the education enterprise. Classrooms have become more inclusive with respect to the diverse needs of gender, cultural and individual differences. Also classrooms have become largely ICT integrated and the run is towards
effective use of ICT materials to enhance learning and teaching. With these changing demands new learning needs have developed for the different education levels, new ways of designing learning tasks have also evolved and totally different ways of teaching and evaluating learning are being celebrated. These changing dynamics of classroom situations have also made way for evolving teacher and learner interactive behaviour and strategies. Accordingly, emphasis is being laid on specific learning theories that are cognitively oriented, addressing, in teaching, new ways of perceiving learning behaviours and learning strategies.

Bukhsh Qadir (2010) conducted study on ‘A Study of students perception regarding teacher education through distance learning in Pakistan’. The introduction of Distance System of Education in Pakistan was started with the establishment of Allama Iqbal Open University (AIOU) in 1974. AIOU is a unique institution in Pakistan because of its philosophy, system, approach, functions and overall structure. It has many distinctive features i.e. specialized text books, allied materials, use of interactive technologies, regional network, satellite transmission, on line learning and broad coast and non-broad cost media for effective learning through Distance Education. The present study was undertaken to highlight the problems faced by the students of the Teacher Education Programmes of Open and Distance Learning institution in Pakistan. The study also measured the effectiveness of the different components of the Open and Distance Learning System such as admission, delivery system, assignments, students supports services, tutorial meetings, technological support, quality of the material, workshop, examination and results. To achieve the desired end all the students of M.A. Teacher Education were taken as population of Region Bahawalpur of Allama Iqbal Open University
Islamabad, Pakistan. 1250 students were taken as sample of the study. A questionnaire was the data collection tool. Data was analyzed in terms of percentage and mean score.

The major results of the study were as: (a) sufficient guidance counseling were available for admission (b) AIOU provided sufficient material for writing assignment (c) the attitude of the staff of the regional office was polite and cooperative (d) students were satisfied with the quality of paper, printing and designing of the material of AIOU (e) workshop of a course through AIOU covered all the content of the course (f) students were satisfied with the examination system of AIOU.

Kwaku and Gyimah (2010) conducted study in The Perceptions of Students, Teachers and Educational Officers in Ghana on the Role of Computer and the Teacher in Promoting the First Five Principles of Instruction. This study explored the perceptions of 395 participants (students, teachers, and education officers) in Ghana on the role of the computer and the teacher in promoting the first five principles of instruction for quality teaching and learning. To achieve the intention of the study, five point Likert-type scales based on the first five principles of instruction, with Cronbach alpha of .87, were used for the data collection. Frequency distributions and chisquare tests were employed to analyze the data. The results of the study indicate that there is perception dissimilarities among the participants on the role of a computer and a teacher in implementing the first five principles of instruction. In addition, according to the findings, there is a mismatch of participants' recommendations on training students to acquire computer skills, and training teachers to acquire skills in designing their teaching. The theoretical and practical implications of the results are discussed.
Visvanathan and Ratheeswari (2011) conducted study on instructional role perception of teachers working in college of education in relation to their value pattern. The objectives of the present study are as follows:

1. To find the instructional role perception of education college teachers.
2. To find the value pattern of education college teachers.
3. To find if there is any significant difference in the instruction role perception of education college teachers with respect to their (a) Management (government and private) (b) Subject taught (Arts and science).
4. To find if there is any significant difference in their value pattern of education college teachers with respect to their (a) Management (government and private) (b) Subject taught (Arts and science).
5. To find out the relationship between instructional role perception and value pattern of educational college teachers.

The present study is normative survey method was adopted a random sample of 820 teachers working in colleges of education was selected. Teacher’s role perception and value pattern tools were used for data collection. The study reveals the following:

1. The instructional role perception of education college teachers has high which shows that the teachers perform their instructional role effectively.
2. The government and private education college teachers differ significantly difference in their instructional role perception.
3. The government and private education college teachers do not differ significantly in their Theoretical, Economic, Aesthetic, Social, Political, and Religious value scores.
4. The Arts and Science education college teachers do not differ significantly in their Theoretical, Economic, Aesthetic, Social, Political and Religious value scores.

5. The arts and science education college teachers do not differ significantly in their instructional role perception.

6. There is a relationship between education college teacher's instructional role perception and value pattern.

Amna, Humaria and Zainba (2011) conducted study on The Perception of B.Ed. Students of AIOU Regarding Distance Teacher Education Programmes of AIOU. The study was conducted to analyze the perception of B.Ed students about the distance education in teacher training program of Allama Iqbal Open University. The objectives of the study were: (1) To discuss the concept and role of distance education, (2) To explain the teacher training through distance education globally, (3) To analyze the effectiveness of distance education in teacher training programmes, (4) To determine the role of educational technologies in distance teacher education programmes of AIOU and (5) To suggest some further recommendations to make the teacher training more effective at B.Ed level. The population comprised two strata: Strata No.1 included B.Ed students of AIOU. Strata No.2 included all teachers of Distance and Non-Formal Educational Department. The major findings of the study were: (1) the contents of the courses for teacher education are logical sequence, (2) an extensive computer course should be included in the B.Ed program, (3) workshop is helpful in conceptual and theoretical and theoretical learning, (4) the teaching practice enhances the degree of confidence in trainees. On the basis of the findings, major conclusions were: (1) a large number of students and tutors agreed that the contents were logical; (2) according to the view of the academician the presented material met the need of the day, (3)
Students, tutors and academicians were of the opinion that the divisions of marks of different aspects of workshop was appropriate and (4) academician acknowledge that the training of tutors/supervisors was necessary for workshop. Major recommendations of the study were: (1) there should be a tutor over a specified group of tutors in every region of AIOU, (2) more examples, illustration and explanation should be given in the books in order to enable the students to comprehend the topics, (3) regional office should select such institutions for teaching practice whose staff along with the heads should fully cooperate with the tutors/supervisors and the students, (4) there is a need of objective type questions because subjective type questions cannot fully evaluate, (5) there should be TV programs for each course of B.Ed program.

Ryzin (2011) conducted study on the Protective factors at School: Reciprocal effects among adolescents' perceptions of the School environment, engagement in learning and hope. Although some research suggests that schools can be a source of protective factors for students, the processes by which school environments impact students behaviour, performance and adjustment over time are not clear. Guided by both self-determination theory and hope theory, this article evaluated reciprocal effects among adolescent perceptions of the school environment, engagement in learning, hope, and academic achievement. Using a sample of 423 students (M age 15.72 years; 46.7% female; 77.6% white; 30.9% eligible for FRPL) from five small secondary school environment were linked to engagement in learning, which, in turn, which in turn, was linked to change in academic achievement and hope over the span of 1 year. Evidence was found for reciprocal links between earlier levels of engagement and hope and later perceptions of the environment. These results suggest that the school environment
represents a potential leverage point for educational reform, and interventions that target students' perceptions of autonomy, teacher/peer support, and goal orientation may be able to promote engagement, hope, and academic achievement. In addition, such change in academic performance and adjustment accelerate over time.

Yella Reddy (2011) conducted study Perception of D.Ed. Students on their Training. Teaching has been one of the oldest and most respected professions in the world. The task of shaping the future citizens is a noble one and so the teacher has always occupied a place of honour and reverence in the Indian society over the ages. The preparation of teachers has changed with the passage of time and with the changes in expectations of the society. The teacher occupies a pivotal position in the system of education. With good leardership and appropriate teaching aids, the teacher’s effectiveness can be enhanced but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teacher is ignorant, unskilled or indifferent. Thus, the success of any educational reform depends to a large extent of the quality of teacher education. A teacher is one who imparts knowledge to the pupils. When a teacher is doing or helping someone else to learn, he or she is teaching, it is also important to keep in mind that the quality of teaching is directly related to the quality and the value of learning that is taking place in his students. A teacher should be a good model or a leader so as to be initiated by his/her students both within and outside the classroom situations. Like a master architect, the teacher has a very thorough knowledge of all the details essential to his work.

Namita Mohanty (2012) conducted study on Popularity is a positive personality trait. A popular person is not only liked and admired by others but also is held quite close to heart, in a circle of
friends or colleagues. It undoubtedly contributes to one’s assertiveness and enhances self-esteem too. A popular student in a school setting is well accepted by both teachers and students. The present study was conducted to find out the factors that the teachers take into account while rating Student’s Popularity. Role of intelligence in determining their popularity and the degree of agreement among the Teacher’s Rating of Students’ Popularity were also studied. Test materials like sociometric test, Child Behavior Rating Scale and Porteus Maze Test were used for data collection. Tests were administered on 22 children of Class II in a School of Integral Education at Bhubanewsar. A group of five teachers engaged in teaching these elementary class students rated Students’ Popularity as perceived by them on the Child Behaviour Rating Scale. This was coined as Teachers’ Perception of Student’s Popularity. Sociometric test measured Students’ Popularity as perceived by the students themselves and Porteus Maze Test assessed their intelligence. Results revealed that only three of the five teachers who rated Students’ Popularity could correlate high among themselves on Teachers’ Perception of Students’ Popularity. Secondly, intelligence of the students did not influence either the students or the teachers in their rating of Students’ Popularity. However, an interesting finding of the study indicated that the pooled Teachers’ Perception of Students’ Popularity correlated significantly with the Students’ Popularity as rated by the students themselves. Thus, on the basis of present findings it can be concluded that Students’ Popularity as accepted by the students themselves, can be predicted with a high degree of accuracy with the help of predictor variables like intelligence of students and Teachers’ Perception of Students’ Popularity taken together.

Bano, Dogar and Azeem (2012) conducted study on General and Special Teachers’ Perception of Learning Disabilities. This study was an
effort to bring out a clear view of concept of learning disabilities by involving the educationists in the process. In simple words it can be said that learning difficulties refer to deficits in specific skill areas in comparison to expected levels of performance. The deficient skill areas involve basic academic subjects thought in expressive and receptive oral language. They are children who can't learn by ordinary method of instruction but are not exceptional. Academic learning may not be the conditions significantly inhibit the process of learning to read, spell, write or compute arithmetically. These abilities show up children are in school and performing well below their academic potential. Main objectives of the study were: to investigate teachers' perception of what constitute learning disabilities and what educational implications they have and to determine if there was a difference in general education teachers and special education teachers' perception of disabilities. Ten null hypotheses were framed to investigate the perception of teachers about different aspects of learning disabilities. A sample of 300 teachers from special education public sector, 300 teachers from general education was the selected community. A five point likert type questionnaire was developed to investigate the perception about the learning disabilities. After piloting the final reliability of the instrument was 0.8143. main findings showed that the concept of learning disabilities is perceived differently by the teachers of general education and that of special education. Teachers of special education had better perception of learning disabilities in children. In the same way special education teachers had better perception of characteristics of children with learning disabilities.
2.10 Observations

The studies referred to in this chapter reveal that large numbers of variables have been studied in relation to success in academic achievement. However, the findings of the studies are more or less in contradiction, and none of them has given a firm answer to the problem of prediction of academic success. This uncertainty could be attributed to the following sources.

i) Complex nature of the criterion,
ii) Different nature of samples involved,
iii) Different types of measures used, and
iv) Non-coverage of certain predictor variables.

Despite the fact that hundreds of studies have been conducted in the area of good teaching in India and abroad over the past 50 years and lakhs of rupees and millions of man hours poured into the research results continue to be disappointing.

Moreover, the studies have not tried predicting success in teaching and academic achievement from a single theory of personnel make up. The present study attempts to apply the theory of perceptual psychology to the problem of prediction of academic achievement in Hindi medium teacher education course.

It may be pointed out here that one or two studies have been conducted using perceptual view of teaching to predict teacher success and academic achievement in teacher training.

Patted (1974) in his study on perceptual factors and success in teacher education course on two hundred B. Ed. trainees using SP, STP, IGP, IRT and TPP as predictor variables to predict success in practical teaching examination found that SP, STP and IGP together contribute to the extent of 21.47 percent in projecting the criterion. The relative contributions of the above said perceptions were 9.46, 3.57 and 8.44.
Jayappa (1990) in his study on "Perceptual view of good teaching development and validation" conducted the study on a sample of 400 TCH student teachers using SP, STP, TPP, IGP and LPP (Learning Process Perception) as variables to predict success in practical teaching examination. He found that 54.76 percent of the variance in the criterion of good teaching is accounted for the above said five perceptions taken together. About 19.22 percent of criterion variable is accounted for the variance in SP, about 11.21 percent by STP, about 4.27 percent by TPP, about 10.8 percent by IGP and about 9.68 percent by LPP.

It may be pointed out here that curricular perception, educational evaluation perception, two important educational perceptions have not been included in the above stated studies. Hence the present study includes these perceptions also.

2.11 Conclusion

The previous investigators referred in this chapter reveal that the large number of variables have been studied in relation to success in academic achievement. Majority of studies reported that there are different variables could affects on academic achievement of students yet it may not be considered as generalized statement. Because there are so many variables affect the achievement. However the findings of all studies are in conclusive and conflicting. The reason may be that they used variables which are associated with academic achievement of different levels of students of different courses there who are of different culture and subjects. Another may be that they used different design of the study.

Keeping all these reasons in view a need is felt that to study the educational perception of shiksha snatak student-teachers of Dakshina Bharat Hindi Prachar Sabha, the previous studies reviewed have not
studied the educational perception of shiksha snatak student-teachers of DBHPS. Hope that the findings of the present study would help in improving the system and various process of the course of Hindi Shiksha Snatak of DBHPS also the findings of the present study would help in fostering the educational perceptions of shiksha snatak student-teachers of Hindi course in turn which affects on improvement of the academic achievement.