CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature and studies has a vital importance to any investigation. It must be conversant with relevant theories in the field, experts and records. Reviewing the prior studies gives a good footing and direction for a research worker in the field of investigation. According to Best (1990) “knowing what data are available often serve to define the problem undertaken as well as gives proper understanding on what technique need to be selected for exploring the problem. In review chapter, only those studies that are relevant, competently executed and clearly reported should be included”. The investigator has reviewed studies related to teaching competence, teacher education programmes and attitude towards teaching profession. The investigator is going to discuss about these studies briefly under the above mentioned subcategories.

2.2 STUDIES RELATED TO TEACHING COMPETENCE

The Investigator decided to review studies related to teaching competence as she plans to explore the impact of duration of teacher education programmes on development of teaching skills and competence. The review on teaching competence would give her a sound base for selecting the tools and methodology to be followed for selecting and exploring the essential teaching competence needed for a quality teacher at secondary level.
Cage (1965) in his study identified the following five equalities as components of teaching effectiveness, that is teacher warmth, cognitive organisation, orderliness, indirectness and problem solving ability.

Agarwal (1969) conducted a study on measurement of teaching competence of teachers from primary school of Madhya Pradesh. His study revealed that more than 53% of teachers selected were not intelligent enough to be teachers and intelligence was significantly and positively related to subject knowledge and out of the total population, 52.6% primary teachers did not like the teaching profession and their negative attitude was significantly affecting their teaching effectiveness. Whereas, Roy (1971) found that there existed positive relationship between the teacher attitude and teacher adjustment with teaching efficiency of the teachers.

Debnath (1971) conducted a study on teaching efficiency, its measurement and some determinants. The important correlates of teaching efficiency as found in the study were knowledge of the subject matter, mastery of the method of teaching, academic qualifications and sympathetic attitude towards students. The findings through actual classroom behaviour observations revealed that age, experience, academic achievement and professional training were significantly related to teaching efficiency. It was finally concluded that age experience, academic achievement and professional training were the significant determinants of teaching efficiency.

Harbhajan Singh and Daljit Singh (1971) studied students perception of teacher effectiveness. They included in the teaching effectiveness, intelligence, punctuality, mastery over the subject, self controlled, disciplined, dutiful, honest, responsible, confidence possessing proper qualifications and training, sincerity
cooperativeness and progressiveness of the teachers. They also undertaken the teachers’ professional, intellectual, emotional, social, personal and aesthetic traits and found that these traits have positive relationship with teaching effectiveness.

Finn (1972) has found that an individual will be able to achieve better if he can perform to the level of his expectations as well as the expectations of the teacher. Aspy (1972) found teachers knowledge of learning theory was not related to their classroom performance.

Anand (1973) conducted a study on “Validity of the hierarchy of educational objectives and relating to the medium of instructions of adolescents of Mysore state”. The investigation was undertaken to test the following hypothesis: (1) Difference will exist among the level of learning identified as knowledge (K), understanding (U) and application (A). (2) The level of K, U, A would not be exist between the attainment levels of students taught through the media of the mother tongue and the other tongue. The findings were: 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.

Rajendra Prasad (1975) studied senior high school teachers found them to be very sensitive to students questions and statements in the problem solving session. The teachers positive intentions to redirect student thinking and found out that students performance is a significant factor of teacher responding behaviour.

Chander (1976) attempted to investigate the relationship of the attainment in a training course, with the teaching efficiency and attitude of the teacher in the
classroom. The study identified three factors of teaching efficiency, viz. attitude, school organisation and theoretical aptitude include memorization. The study concluded that factor 1 had a small correlation with factor 2 and factor 3.

Balachandra (1981) arrived at the conclusion that the factors for classroom teaching effectiveness were subject mastery and intellectual, kindling responsiveness, integrity and communication ability, commitment to teaching impartiality, motivating skills for the students.

Cooney (1981) made a study of how teachers make decisions and observed that teacher gather and encode information generate alternatives and select a course action. The broad categories were identified as: (a) cognitive decisions relating to content and the selection of teaching method, effective decisions relating to interpersonal aspect of teaching. (b) managerial decisions relating to time allocations and the overall coordination of the classroom environment.

Rahmathulla Khan (1981) investigated the attitudes and problems of trained teachers teaching subjects other than their subjects of specialization and found that there is a significant difference of teaching competence between one who were in trained subject specialisation than those who were not trained in the subject specialisation.

Mohamed Miyam (1982) examined the effectiveness of methods of teaching mathematics found that guided discovery method yielded a remarkable results in promoting creative thinking.

Chitriv (1983) evaluated differential effectiveness of Ausbel and Bruner strategies for acquisition of concepts in mathematics. The major findings of the study
were that the Ausbel strategy was superior to traditional strategy. Bruner strategy was superior to traditional strategy for teaching mathematics. Ausbel and Bruner strategies were equally effective for teaching mathematical concepts to acquire knowledge.

Rao (1986) conducted an investigation into relative effectiveness of guided discovery and expository approaches of teaching mathematics.

Tharyani (1986) studied that intelligence and knowledge in their subject areas were found to be the best predictors of teacher effectiveness. Gupta (1996) has reported that knowledge of content among teachers needs enrichment. He found that the achievement of the minimum essential levels of the learning by all children without equipping teachers with the competence is an elusive goal. Ramkumar, Vasantha (1998) conducted a study on “The present status of classroom practices on the DPEP”. His major findings of the study were primary school teachers possessed the potential in terms of subject competence and teacher qualities to make classroom teaching enjoyable learning experience. Shoba (2000) conducted a study on “Assessment of knowledge and teaching performance in mathematics and attitude towards mathematics”. The major findings of the study were subject knowledge of primary teachers has no relation with their classroom teaching performance. Attitude towards mathematics is related to the achievement in mathematics.

Unnikrishnan (2000) conducted a study entitled “Assessment of competence in teaching mathematics. The major objectives of the study were to (1) analyse primary teacher’s performance on the achievement test used to evaluate the competence in methodology. (2) analyse the attitude towards teaching mathematics. The major findings of the study were: The prospective primary teacher education curriculum
failed to produce overall competence in both rural and urban area. Not even a single student teacher had shown a mastery of more than 60% of competence. There was no significant proportion of masters of individual and overall competence in methodology of teaching mathematics.

Some others have found that the intelligence, creativity and interest were characteristically interrelated in promotion of proficiency of teaching and they also found that reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense and possessed more anxiety. Further less intelligent, imaginative and trusted teachers with high aggression were better in teaching. Jain (1977). Pachuri (1983), Deva (1966) reported that personality was the most important and intelligence the least important in predicting success in student teaching, whereas intelligence was considered to be more influential predictor by Mahapatra (1987), Rao (1987) found that content process like categorization, application of principles and logical reasoning were meagerly employed by a very few effective science teachers.

Dosaiah (1956) using teacher trainees as sample reported that imagination and maturity were indicative of success in teaching profession. Roy (1965) observed that a teacher’s role as a director of learning was the sole determinant of teacher effectiveness. Gurbaksh (1974) found that high vocational anxiety was inversely related to teaching success but high general anxiety was not associated with teaching success.
In respect of cognitive interaction, Nayar (1976) reported that higher the competence, less seemed to be quantum of expository teaching and higher the level of cognitive interaction and discovery learning.

Malhotra (1976) studied teacher classroom in relation to presage variables of teacher attitude and adjustment and product variables of student liking and perceived behaviour by pears, principle and self. The major objective of the study (Gupta, 1976) were to (1) locate successful and less successful teachers, (2) to compare the attitude of successful and less successful teachers, (3) to find out the adjustment differences between the successful and less successful teachers. He found that success in teaching was significantly relating to adjustment in various fields like home, health and social, emotional adjustment and professional attitude. It was also found that there were differences in adjustment and attitude towards teaching of successful and less successful teachers. Gupta (1977) studied personality characteristics, adjustment levels, academic achievements and professional attitude of successful teachers.

Hooda (1976) studied the relationship of attainment in theory subjects in B.Ed. course with attitude as a teacher and teaching efficiency. Pandey (1973) had undertaken study of teachers adjustment in relation to professional efficiency. Thakkar (1977) had studied potential teacher effectiveness, their educational attitude in relation to their support with the students and their survival and job satisfaction in the profession. Prasad (1970) evaluated the profession efficiency of primary school teachers in service.

Nirmala (1992) conducted a study on “Impact of differential training strategies on teaching competence of science and mathematics teachers”. The main objectives
of the study was that (1) to determine the relative effectiveness of the alternate training strategies on the development of teacher competence in respect of cognitive competence in skills and strategies of teaching, teaching competence, self concept as a teacher and reaction towards training. The major findings of the study were the ST-DSA training strategy had developed mastery of 9 out of 20 competence among 70% of student teachers of B.Ed. and B.Sc.Ed. The teaching competence of B.Sc.Ed. (Mathematics) was significantly greater than that of the corresponding treatment group with specialisation in teaching science in mastering five of the individual competence, student teachers trained under one year model of teacher education were superior to those trained under four year model of teacher education in their competence in stating instructional objectives, planning for evaluation of students learning, introducing a lesson and using blackboard.

Singal and Sharma (1996) examined effect of training teachers in achieving specific competence in primary classes on their self-efficacy and competence.

Kumar Sundar and Susuma, Harizuka (1996) investigated on meta cognition and academic achievement through cooperative learning. Major findings of the study were: It was found that there was a positive interaction between the groups, for their performance. It was found that mean learning awareness scores of students differed significantly between the experimental and controlled groups. And they further confirmed that the effectiveness of cooperative based learning approach improved the meta cognition knowledge of the students in comparison to the students taught in conventional approach of teaching-learning.
Santhamma Raju and Sriprakash (1996) conducted a study on “mathematical aptitude in relation to socio-familial variables” to find out the relationship between nine socio-familial variables and mathematical aptitude of secondary school pupils. The results showed that out of the nine variables considered, except the family environment index, other variables have marked a marginal relationship with the mathematical aptitude. There exists a significant difference in the mean socio-familial variables except family environment, high averse and low mathematical aptitude.

Basavayya and Patnaik (1997) conducted a study on the effect of training primary teachers in the child centered approach on the student attainment of MLL competence in mathematics. The main objective of the study were to identify the difficulties of student in learning mathematics in class, to identify teachers problem in teaching mathematics, develop relevant training package containing child centered activity based teaching strategies to teach mathematics. To evaluate the effectiveness of the package in fifteen sample schools from DPEP district, Kurnool in Andhra Pradesh were selected to collect required information. It was found that if the teachers were trained through DIET as indicated in the package, they brought qualitative improvement in achievement in mathematics.

Lakshmi Narayana (1997) studied to know the impact of Andhra Pradesh project primary education project in service training on teacher empowerment with special reference to professional skills of primary teachers. The study revealed that the primary education project had an impact to improve the professional skills of primary teachers. Rao and Viswanathappa G (1998) conducted a study on “Teacher
competence and learners’ achievement in the tribal area of Karnataka state. The study revealed that the majority of the teachers were found to be low competent in EVS-I.

Mathew (1980) made a study of factorial structure of teaching competence among secondary school teachers. The study attempted to identify desirable teaching competence of the physics, related the classroom teaching-learning process and product variables. The major findings were: (1) 14 factors were identified they were interpreted as general teaching competence that is competence of teachers, concern for students, competence of using AV aids, competence of professional perception, competence of giving assignment, competence of illustrating with examples, competence of classroom management, use of question, use of black boards, competence of achieving closure. (2) The competence identified through factor analysis related very closed with those expected of teachers by students. The study by Passy and Sharma (1982) also revealed the same factors. The present study also comprised of identify the competence mentioned in the above study.

Syag (1984) conducted a study on teaching competence of pre-service and inservice teachers trained through different treatments of microteaching.

The objectives of the study were (i) to find out the relative effectiveness of three different training approaches, that is peer feedback in the standard microteaching group (SMT), peer-cum-audiotape feedback in the modified microteaching group (MMT), and college supervisor’s feedback in the traditional student teaching groups (TST) upon general teaching competence (GTC) of teachers measured at different occasions during their pre- service and in- service stages, (ii) to find out the relative effectiveness of the three training approaches upon the skills of
probing questioning, explaining and illustrating with examples by teachers which were measured at different occasions during their pre-service and in-service stages, (iii) to find out the relative effectiveness of the three training approaches upon the attainment of student teaching examination marks of student-teachers and student-teachers attitude towards teaching (STATT) measured at different occasions during their pre-service and in-service stages.

Singh (1984) studied the effects of training in teaching skills using micro class with (1) peers (stimulated conditions), (2) pupils (real classroom condition) and (3) traditional method on general teaching. The finding of the study were: (1) The student teachers trained through micro teaching in real classroom and stimulated conditions acquired better teaching competence than those trained under traditional model. (2) Micro teaching in real classroom condition was more effective in developing competence than micro teaching in stimulated condition. (3) Micro teaching training technique made a significant impact in developing a positive attitude towards micro teaching among student teachers.

Das et al. (1984) reporting the studies of Bhal Wankar and Mahajan (1977) Sadasivan (1977) and Joshi (1977) concluded that micro teaching under stimulated and real conditions is equally effective in developing general teaching competence, attitude towards teaching, retention level of GTC and the level of anxiety of secondary student teachers.

Bawa (1984) found that training through summative model of integration of teaching skills in micro teaching context did not appear to be different from micro teaching training without integration in improving the general teaching competence.
However integration based micro teaching training helped teachers to increase their ability to integrate various teaching skills.

Soma (1984) conducted a study on Teachers Personality Pattern and their Attitudes towards Teaching and Related Areas. The study was an investigation into the relation between noncognitive personality structure type, Eysenck model and its impact on teaching and the other nonacademic factors associated with classroom teaching behaviours. The objectives of the study were (i) to find the personality structure pattern which is likely to suggest better attitudes towards teaching and related areas, (ii) to find the descriptive personality pattern of teachers with reference to the dimension of extraversion-introversion and the traits involved in it, (iii) to find the variation in the extraversion variables with reference to sex and impact of experience on them, (iv) to find the descriptive attitude pattern of teachers with reference to the teaching profession and pupils, (v) to observe the relative importance of the extraversion variables in the determination of the teachers attitude towards teaching, the teaching profession, classroom teaching and pupils, (vi) to identify extraversion variables which formed, in general, a combination of valid predictors for the respective attitudes, and (vii) to find the extraversion / introversion pattern which would ensure favourable teacher attitudes in the respective areas.

Thakkar (1985) conducted a study of Effect of Different Microteaching Skills upon General Teaching competence of Primary Teacher Trainees.

The objectives of the study were (i) to examine the effectiveness of different microteaching skills in developing general teaching competence of primary teacher trainees, (ii) to compare the effectiveness of symbolic modeling and audio- modeling
upon general teaching competence of primary teacher trainees, (iii) to compare the retention of general teaching competence attained through symbolic and audio modeling, (iv) to find out the relation between IQ and achievement of general teaching competence, and (v) to find out the relation between school achievement and achievement gained in general teaching competence.

Sharma (1986) conducted a study on “Effects of Different Microteaching Settings on the Development of Probing Questioning Skill and Verbal Classroom Interaction.

The study was designed to find out the effects of a progressive increase in teach period, number of pupils, and a simultaneous increase in teach period and number of pupils on the development of probing questioning skill and verbal classroom interaction between student-teacher and pupil. The hypothesis formulated were: (1) A progressive increase in the duration of teach period from five to twelve minutes during microteaching had no influence on the development of probing questioning skill and on verbal classroom interaction. (2) A progressive increase in the number of pupils from five to twelve has no influence on the development of probing questioning skill and on verbal classroom interaction. (3) A simultaneous progressive increase in the teaching period and number of pupils has no influence on the development of probing questioning skill and on verbal classroom interaction.

Dorasami (1986) conducted a research study entitled “Development of competence based curriculum design for methodology of Teaching Mathematics and its validation. The main objective of this study were: (1) To identify the major weakness in existing methodology course in mathematics with regard to the
development of competence, skills and attitudes required of a mathematics teacher. (2) To develop competence based curriculum design in the methodology of teaching mathematics at the secondary school level. (3) To validate the design empirically with particular reference to (a) Cognitive abilities in the methodology of Teaching Mathematics, (b) Attitude towards various aspects of training, (c) Teaching performance of student teachers. The competence based curriculum design was found to be superior.

Sharma (1982) studied the effect of variation of model presenter on teaching competence of student teachers. A pretest post test parallel group design was employed. One group received the model presenter of lower age level while the other group had a model presenter of middle age level. The two groups received training in five teaching skills namely questioning, response management, reinforcement explaining and illustrating with examples adopting micro teaching technique under stimulated conditions. The Baroda General teaching competence scale and Indore Attitude scale to measure attitude towards microteaching were used to collect data. The major findings of the study were: (a) The model presenter of lower age level proved more effective in developing teaching competence in student teachers than model presenter of middle age level. (b) The lower age level model presenter was more effective in developing positive attitude towards microteaching in the female student teachers. (c) All the student teachers retained their training effect and no significant difference in retention scores could be found between the groups receiving model presenter of lower and middle age level.
Boodev Singh (1986) conducted a study to find out the effect of micro teaching based practice teaching, using skills training with micro teaching and teaching models based practice teaching on teaching competence, and attitude towards teaching of prospective teachers. This study revealed that the effect of micro teaching based practices teaching and teaching models based practices teaching was not significant to develop prospective teacher attitude towards teaching. In the short duration of experiment the germ of attitude are more permanent them teaching competence because the development of attitude towards phenomena takes years where as teaching competence skills can be developed within the period of classroom teaching.

Purohit (1987) conducted a study on An Experimental Study of the Effect of Microteaching and Interaction Analysis Feedback on Classroom Performance and General Teaching Competence of Pre- service Language Teachers. Major objectives of the study were, (i) to ascertain the effect of microteaching feedback on attitude towards teaching, general teaching competence, classroom performance of teachers, (ii) to study the impact of interaction analysis feedback on attitude towards teaching, general teaching competence and classroom performance and classroom verbal behavior of teachers, (iii) to compare the effectiveness of microteaching and interaction analysis feedback, (iv) to examine the influence of microteaching, interaction analysis feedback and the traditional approach on pupil achievement, and (v) to develop certain teaching skills among student- teachers through techniques.

Ekbote (1987) conducted a study to develop a strategy for integrating the teaching skills through microteaching practice and determine the validity of the
integration strategy in term of content validity, student teachers performance in classroom teaching and their reaction to the strategy and to study the effectiveness of integration strategy in relation to qualification, teaching experience, academic achievement, skill comprehension, availability of study time and attitude towards microteaching. The study involved a single group pretest- post test design. The sample consisted of thirteen student teachers of a regular B.Ed programme having Science as one of their methods and English as the medium chosen for practice teaching. The experimental treatment included integration practice using instructional technique like discussion lecture, stimulated practice, classroom practice and field work as its components. The content units of the strategy were use of questioning and explaining, use of black board, use of visual media, reinforcement, personalization, inquiry approach, variables influencing classroom teaching, diagnostic and remedial practices. The study concluded for the integration of teaching skills with instructional material and software.

Rajameenakshi (1988) conducted a study on Factors Affecting Teaching competence of B.Ed Trainees in Teaching Physical Science. The major objectives of the study were (i) to identify factors that affected the teaching competence of B.Ed trainees, (ii) to assess the teaching competence of B.Ed students using appropriate tools, and (iii) to make differential and co relational studies between teaching competence and various factors. A survey was conducted on 610 students of colleges of education in Tamil Nadu under the category of Physical Science and 1500 School pupils. The data were obtained with the help of a questionnaire, self- evaluation scale and pupils evaluation scale for measuring teaching competence of B.Ed students. In
order to study the effect of demonstration skill on teaching competence, 20 B.Ed students were selected and divided into two groups of ten each. The experimental group was exposed to microteaching in the skill of demonstration and, later, the teaching competence of both the groups was measured. The effect of microteaching was also studied on a group of 50 students by using the pretest-post test design. The student teaching marks of B.Ed students were collected from all the colleges. The obtained data were analyzed with the help of suitable statistical techniques, viz., mean, SD, t-test and correlation. The study concluded that micro teaching group secured a high score.

Raveendranath (1993) conducted a study titled “A comparative study of the impact of the medium of instruction Science achievement” found that the achievement of pupils in Science in English medium classes were higher than those pupils undergoing the Malayalam medium classes (state syllabus).

Above studies revealed that the teacher competence is very much essential in the achievement of students. Teacher should be competent in the classroom, possess the necessary knowledge of the subject matter and knowledge and also skills of pedagogy. For effectiveness of teaching the teacher should attain mastery over both content and pedagogy. Many studies throw light upon competence of teacher and achievement of students.

Naseema (1994) carried out a study to examine the teaching competence of Physical Science teachers in relation to their satisfaction in teaching. She took a sample of 150 Physical Science teachers in Secondary School of Kerala. The tools for the study were teaching competence rating scale, General teaching competence scale,
job satisfaction questionnaire, for Physical Science teachers, and School organizational climate description questionnaire.

Ganeswara (1995) conducted a study on teacher effectiveness in relation to creativity and interpersonal relationship. No significant relation was found between teacher effectiveness and income or years of service of the teacher. Significant relationship were found between teacher effectiveness, creativity and interpersonal relationship.

Bhat and Jyothi (1997) conducted a study entitled “A study of the discrepancy between the expected and actual outcomes of primary teacher Education programme”. They have concluded that the output of the training programme would depend on the extent of development of competence among the trainees.

Shoba (2000) conducted a study entitled “Assessment of knowledge and teaching performance and attitude towards mathematics of prospective primary school teachers”. The objectives of the study were to: (1) assess the knowledge of competence in the subject, (2) assess the attitude of prospective primary school teachers, (3) assess the teaching performance of prospective primary teachers lack mastery over the content.

The major findings of the study: Mathematics knowledge of primary school has no relation with their classroom teaching performance. Attitude towards mathematics is related to the achievement in mathematics. Male and female teachers have similar attitude towards mathematics. Male and female teachers do not differ in their mathematics knowledge.
Lao, Jiali (2000) in the study of graduate teaching assistants perception of their instructional roles and classroom management found that: 1. Graduate Teaching Assistants (GTAs) to the nature of course, course materials and student needs. 2. GTAs experienced problems in their classroom instruction, such as lack of commitment and disagreement on the part of the students. 3. GTAs relied on their supervision for guidance in course coverage potential problems and instructional expectations.

Harilal (2001) had undertaken a study of the teaching competence and student achievement in science of standard V. The findings of the study were: (1) There was a difference in the mean of the competence of teachers belonging to state and CBSE schools. The mean of the total competence of the teachers in the state and unaided schools found to be 58.92% and 64.26% respectively. There was a significant difference in the achievement of students in the state and CBSE schools in science. There was no significant difference in the achievement of standard V boys and girls in science. There existed a positive relation between the teachers’ competence and students’ achievement in Government schools and private schools. Demographic variables like age and sex affect was there on the teacher competence. Teacher competence was higher in those teachers coming under range 1-5 years teaching experience. Teachers whose qualification was B.Sc. B.Ed. had high correlation with their teaching. Teachers whose qualification was BA BEd had a very low correlation with teaching competence in science. It was also found that those teachers who had undergone inservice training programme establish a high correlation with the competence.
Loknath Misra (2004) in his writing on “Reactions of pupil teachers of two year B.Ed. course towards teaching and teacher education”. It aimed to study the reactions of two year B.Ed. course pupils towards teaching and teacher education. The study found out that 90% of the sample were confident they would gain proficiency in content and methodology after completing two year curriculum.

Umer Farooque (2005) conducted a study on “English Language Competence of Teachers and Students Achievement in English Medium Primary School of Kannur District”. The study reveals that (1) There was no significant relationship between English language proficiency of teachers and learners achievement in EVS. (2) There was a significant relationship between English language proficiency of teachers and learners achievement in English. (3) There was a significant relationship between English language proficiency of teachers and learners achievement in mathematics. (4) There was a significant relationship between English language proficiency of teachers and overall achievement of students.

Raju (2005) conducted a study on “Comparative study of the teaching competence of DEd and BEd trained teachers working in primary school of Andhra Pradesh”. The major findings of the study were: (1) There was no significant difference in the cognitive based competence between urban and rural primary teachers. (2) There was no significant difference in the performance based competence between urban and rural primary teachers. (3) There was no significant difference in consequence based competence between urban and rural children. (4) There was no significant difference in an overall teacher competence between multigrade and monograde primary teachers. (5) There was no significant difference
in teacher competence in the area of cognitive, effective and consequence competence with respect to teaching experience.

Sabu (2005) conducted a study on “Influence of behavioural problems, attitude, stress and competence, on their teaching competence”. The study revealed that teaching competence depended on age, experience, behavioural problems, stress and adjustment. Among these behavioural problems and the age affected the teaching competence inversely, whereas the experience and stress affected the teaching competence positively. The study also revealed that the teacher adjustment was a factor which affected significantly the teaching competence.

2.3 ATTITUDE TOWARDS TEACHING PROFESSION

NCERT (1971) conducted a study of reactions of teachers towards teaching profession. The major findings of the study: (1) The attitude of teachers differed significantly under different management. (2) The tenure of service did not affect the attitude of teachers. (3) Attitude of male and female teachers differed significantly. (4) Martial status did not influence the attitude of teachers towards profession. (5) Younger teachers showed positive attitude towards teaching. (6) Experience and positive attitude are inversely proportionate. (7) Teachers with lower educational qualifications were having more positive attitude towards profession.

Verma (1973) conducted a study on “Teacher attitude towards teaching profession, students achievement and leadership style”. The major findings of the study were the teachers working under democratic principles showed the most positive attitude towards teaching profession whereas the teachers under lesson faire principles exhibited the least favourable attitude – teachers working under
authoritarian principles delayed an intermediary level of favourable attitude. The students studying in the school headed by authoritarian principal scored the highest marks under less faire principals, obtained the lowest marks under democratic principals. Chayya (1974) found that effective teachers in comparison to ineffective teachers possess more favourable attitude.

Arrora (1975) after comparing effectiveness and ineffectiveness of the teachers concluded that effective teachers had favourable attitude towards teaching.

Srivasthava (1977) found that the primary school teachers had positive attitude towards their profession. Sukhal (1977) in his study found that majority of the teachers favoured the provision the higher the age the greater was the increase in the degree of favourableness.

Kushwaha (1979) made an investigation into the attitudes and role perception of secondary teachers. The findings of the study were: (1) Teachers quality was inversely related to disciplinarian rule. There was no relationship between teaching experience and the motion role. 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 counselor roles.

Bhandarkar (1980) found that the attitude towards teaching profession was not significantly related to the qualifications of the teachers. There was a significant and positive relationship between the age of the teachers and their attitude towards teaching profession. Women teachers had better attitude towards professional growth than men teachers. Mann (1980) observed significant differences between more successful and less successful teachers.
Morris (1981) teachers are important students to develop positive attitude towards the subject. Blackwell et al. (1982) studied the attitude change of pre-professional in the teacher educational programmer before and after the early field experience had a positive impact on attitude of teacher trainees. They felt more positive attitudes towards pupils and teaching.

Gupta (1982) conducted an investigation to find out the degrees relationship between the attitude of a teacher towards professional training and his teaching efficiency. It was found that there is a positive relationship between teachers attitude and teaching efficiency. Sex difference was significant in teacher attitude and the male teachers were better than the female teachers in their attitude towards professional training.

Singh (1987) found in his study of 330 junior college teachers of urban and rural had no significant difference in their attitude towards male and female teachers. Maurya (1990) studied the relationship between teacher’s attitude towards teaching and teacher efficiency of university and pre-university lecturers. Rama Mohan Babu (1992) compared the attitude of teachers towards teaching job involvement and efficiency of teaching and perception of organisational climate of teachers of residential and non-residential schools.

Anand (1992) observed the total commitment to the teaching profession and enjoying being in it enhances teacher effectiveness. Teachers’ style of enjoying his job may compensate for the lack of required personality traits and qualifications for his effectiveness at their job. Raja (1994) found that there is significant relationship between teaching competence of teachers and teacher attitude. Krishna Reddy (1995)
conducted a study on the attitude towards teaching on the success of student teachers. The study found out that attitude towards teaching could not influence the success of student teachers.

Uma Devi and Venkataramaiah (1996) attempted to know the effect of age qualification experience and place of residence of rural elementary school teachers on teacher efficiency and attitude. Kishore Bhattacharjee (1997) studied the attitude of elementary teachers and found that 70% of teachers favoured the teaching profession. The higher education of teachers improved the attitude of teachers towards teaching at elementary level. Bhattacharya (2000) established that intrinsic motivation is essential for elevating level of teaching competence and improving attitude towards teaching profession of primary teachers.

Annamalai (2000) measured the attitude of teachers towards teaching by using Ahluwalia’s scale. Selvin, Ano, Boopalagayam and Dharmaraja (2000) conducted a study on primary teachers attitude towards teaching. The major findings of the study were: (1) There was significant difference between the primary teacher in terms of their gender and the locale of the schools in attitude towards teaching.

Panda (2001) conducted a study on “Attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa” found that (1) A majority of college teachers of Assam and Orissa have highly favourable or unfavourable attitude towards teaching profession. There is a significant and positive relationship between attitude towards teaching profession and job satisfaction.

Selwin and Benson (2004) intended to find out the gender and group differences in self concept, intelligence and attitude towards teaching among DTEd
students. The data were collected from 300 DTEd students of both gender and groups were analysed using t-test and product moment correlation coefficient. The study revealed that male and female students did not differ from each other in self concept and attitude towards teaching profession.

Lakshminarayana (2006) conducted a study on primary school teachers’ competence on learners achievement. The findings of the study: (1) There was a significant difference in the attitude towards teaching of mathematics teachers of various age groups. (2) There was significant difference among teachers of various casts in their attitude towards teaching mathematics. Teachers of general caste have high teaching attitude.

Van, Zelst and Kerr (1953) investigated the extent of relationship between attitude of employees and behavioural aspects. The study covered about 340 employees of 14 companies and the data was gathered using two questionnaires. The study revealed that job satisfaction was highly related to behavioural characteristics.

Brayfield and Crockett (1955) studied the relationship between employees attitude and performance. It was found that there is no consistent pattern for relationship between attitude and job performance.

Selwyn and Bensam (2004) intended to find out the gender and group differences in self-concept, intelligence and attitude towards teaching profession and relationship of self concept with intelligence and attitude towards teaching among DTEd students in their study self-concept, intelligence and attitude towards teaching of DTEd students. The study revealed that male and female DTEd students did not differ in self concept and attitude towards teaching profession. Female students were
more intelligent than male students. Subject studied at +2 level had no effect on self concept and attitude towards teaching profession.

Rajagopalan (1990) conducted a study on “Job satisfaction and attitude towards teaching profession on correlates of the organisational climate of teacher training colleges of Kerala. The findings of the study revealed that teachers with positive attitude towards their profession were likely to work with enthusiasm and were able to develop sound interpersonal relation among them. There was no significant difference between male and female teachers in their attitude towards teaching profession.

Jayalatha (1990) conducted a study on “Attitude towards teaching profession and teachers self-concept as correlates of teacher perception of effective classroom teaching of secondary school teachers”. The study revealed that there was a significant difference in attitude of teachers having service less than 10 years and to 20 years significant and positive relationship between teachers perception of effective classroom teaching and attitude towards teaching profession.

Dhanda (1985) tried to ascertain the attitude of college teachers towards the education of scheduled caste, post-graduates and under-graduate students. Gupta (1977) found that the success in teaching was significantly related to professional attitude. The above studies affirm that the professional attitude of teachers directly affected the teaching competence of teachers.

Sood (1974) found that the attitude of teachers and students differed significantly. Naidu (1974) found that all teachers had favourable attitude towards teaching but the females had a more favourable attitude.
Wera Chairsook (1982) conducted a study to compare the attitudinal differences between different teachers. Rao (1986) found that improper social adjustment hindered an effective and favourable attitude towards the teaching profession, teachers classroom teaching, the educational process and pupils. No significant sex difference was observed in attitude towards classroom teaching. Sasan (1975) found that adjustment and attitudes were not directly related to each other, attitude towards teaching profession was not positively related to experience and age. Soma (1984) studied teachers personality pattern and their attitude and teaching related areas. Garg (1983) studied teaching attitude and teaching behaviour of highly satisfied and dissatisfied teachers of secondary level.

Anand (1986) conducted a study to find out the correlation between the attitude of teachers towards students and their job satisfaction. It was also a comparative study of the attitude of working teachers and pupil teachers. In this 381 practicing teachers from high and secondary schools with a experience of 10 to 20 years were taken as sample. And 546 pupil teachers from training colleges were formed as the sample of the study. Minnestoa Teacher Attitude Inventory (MTAI) and Job Satisfaction Scale (Anand 1972) and Teacher Attitude Scale were used as the tools. The major finding of the study was the attitude of teachers towards students bore significantly and positive correlation with their job satisfaction. Pupil teachers and practicing teachers do not differ significantly in their mean score of attitudes towards children irrespective of their sex or discipline of graduation not less than 50 percentage of practicing and 45 percent of pupil teachers showed unfavourable attitude towards children. It was also found that greater number of
women teachers had favourable attitude and there were 9 more B.Ed students selected on the basis of their academic record and performance in an interview who have more favourable attitude towards children as compared to trainees selected only on the basis of their academic records.

Gaith (1997) investigated relationship among teachers’ experience, efficacy and attitude towards implementation of instructional innovation. The study revealed that experience was negatively correlated, personal teaching efficacy and positively correlated and general teaching efficacy was not correlated with teachers attitude towards implementing new instructional practice.

Naik and Pathy (1997) conducted a study of the attitude of secondary school science teachers towards teaching of science. Objectives of this study were: (1) To study attitude of secondary school teachers in general. (2) To study the differences if any in the attitude of urban and rural science teachers towards science teaching. (3) Difference in the attitude of male and female science teachers towards science teaching. Major findings of the study were in general science teachers of Orissa have positive attitude towards teaching science. Krishnan Gopal (1992) also found the same Urban secondary school science teachers had more favourable attitude towards teaching of science than that of rural. Female teachers had a significantly positive attitude towards teaching of science than their male counter parts.

2.4 RESEARCH IN LANGUAGE PROFICIENCY

Jayaram and Misra 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. Studies revealed that no significant difference was found between the students of Group A and Group B as far as their achievement in Hindi was concerned.

Dave and Anand (1971) had undertaken a study of language learning, intelligence and academic achievement. The main purpose of the study was to investigate the effects of language on mental abilities and academic achievement of college students. The study found out that students learned through mother tongue as a medium achieved higher mean and percentage score than their counterparts.

George, Mathew and Nair (1971) had undertaken a study on development of language and play pattern of children 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 12 schools in Trivandrum district. The study found out that the language and play pattern had a close relationship with their academic achievements.

Mehta (1974) made an enquiry into the relationship between teachers classroom communication pattern and certain perceptual factors. The major findings of the study were: (1) There was no relationship between the age of the teachers and their communication pattern. There was no relationship between the teachers instructional goals and perception.

Desai (1977) conducted a study on teaching of mother tongue and studying effects on pupils. The major findings of the study were: The training and feedback given to the teachers teaching through the mother tongue positively related to the academic achievement of pupil.
Srivastava and Khaton (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 differential 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 major findings were: (1) The different group was significantly higher on non-verbal intelligence than on the same group. (2) As regards the fluency and flexibility dimension of verbal creativity, the boys and girls combined sample of the different group was superior to their counterparts from the same group.

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) Speaking ability of the three-fourth of the subjects was adequate though it was deficient in accuracy. (2) The writing ability of the most of the subject was adequate. There was a significant difference between the subject’s speaking ability and their writing ability. The speaking ability was better than writing ability.

Chatterji (1987) conducted an investigation into interdependence of cognitive development and language development in middle school children. The findings of the study were: (1) Language treatment enhanced cognitive maturity score 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 low cognitive teachers and maturity teachers in respect of cognitive maturity test as well as language achievement test.

2.5 TEACHER EDUCATION PROGRAMME

Stones and Moris (1972) has conducted a study on “practice teaching problem and prospects” give a new dimension to various aspects of practice teaching, various basic stages in developing a teaching model, various objectives of student teaching and evaluation of student teaching its various aspects are subjected discussed in detail. The work is a good reference material which gives insight for future planning, organization and evaluation of student teaching activities. It contains contemporary development in the area of teacher education. Present study is also an evaluation of student teaching and a study of teacher education programme of one year and two year model.

Habu (1977) undertook a study on “History of teacher education in Kerala state from 1955-76”. It concentrated on progress of teacher education institutions from 1955-76 and made a statistical survey of teacher education Institutions in Kerala. It evaluated the nature in the development of teacher education in the period of study. Present study is also an attempt to evaluate the teacher education programme of Kerala.

Yeshodhara (1979) conducted a study of some attitudinal and proficiency changes achieved through education. It was designed to find out the changes in the selected attitudes and proficiency brought about in student teachers through preservice educational programme. The extent to which intelligence, Social
intelligence, subject scholarship, and sex affect the changes in respect of attitudes and proficiency. The study revealed (1) Student teachers made significant gains in each of the four attitudes and three proficiency in all the 6 Colleges of education. (2) There was significant positive relationship between the initial and final position of student teachers on each of attitudes and proficiency. (3) Intelligence was significantly related to final attitude towards school work, but not to the attitude towards teaching as a profession. Like this study present study is also find out the relationship of teaching attitude and teaching competence.

Gopi (1981) conducted a study to find out the relationship between academic achievement and attitude towards teaching among teacher training in the L.T Course. All the 90 teacher trainees enrolled in the Government Central Pedagogical Institute, Allahabad during 1980-81 constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for finding the attitude of teacher trainees and academic achievement was turn from their entrance records in the LT course. It was revealed no relationship between academic achievement and attitude towards teaching among the teacher trainees.

Ravishankar (1982) reported that audio-visual aids were frequently not used as part of training programme of teachers. It was revealed that teachers apathy to the use of audio-visual aids was due to lack of time and funds.

Leelavathy (1984) conducted a study on “A comparative study of teacher education programme in selected developed and developing countries”. She has pointed out that no teacher education programme of our country have to be thoroughly revised with the modern educational thinking and practice It should be
built on strong foundation and it should learn lessons from the experiences gained in this field by other countries. The study analyzed the teacher education programme in the United Kingdom, U.S.S.R and United States of America and India. She also suggested to revitalizing teacher education programme in Kerala. Present study is also a comparative study of one year and two year model of teacher education programme of Kerala and R.I.E., Mysore.

Devilaxmi (1988) conducted a study about “Evaluation of teacher education programme of Agra University” found out that there was a significant gain in the case of aesthetic values but there was a significant reduction in theoretical and social values.

A study team from N.C.E.R.T headed by Goyal (1988) undertook a problem for investigation a “Development of tools for administering the secondary Teacher Education Institution”. Its objective is to identify the factors which may form criteria for select and determine. Productive efficiency of tools reports that total marks secured the student teachers do not show statistically significant relationship with teaching experience scores. The study also reveal that male, female, married and unmarried, experienced and inexperienced groups differed significantly with each other with regard to previous academic record. Present study is also try to find the relationship of subject mastery and teaching competence.

Mphuthi and Adeola (1988) aimed at identify the status of primary education in Roma primary schools in Lesotha. The study revealed that the problem faced in the schools were due to high teacher-pupil ratio resulting in overcrowded classroom, lack of school infrastructure facilities and shortage of qualified teaching staff.
Dutta (1990) conducted a study on the “A critical evaluation of teacher education in Assam at primary level during the post-independence period”. The study found out that B.Ed. curriculum was found to be too heavy for one academic year, organisation and evaluation of practice teaching were not scientific, supervision of practice teaching was not satisfactory.

Mohanty (1990) conducted a study “Critical analysis of the reactions of pupil teachers towards teaching profession”. It is an attempt to study critically the reactions of pupil teachers towards teaching profession. The major findings of the study were both male and females liked teacher profession as they reported it is a prestigious profession.

Nagpure (1991) studied the critical study of the teacher education at the secondary level in Maharashtra. It attempts critically the teacher education systems at secondary level in Maharashtra. The major findings of the study, innovative methods of teaching like team teaching and models of teaching were rarely tried out in colleges of education.

Roy (1990) studied about personality of the teacher and classroom discipline found out that the teacher who scored high on the basis of assessment on the teacher Personality Rating Scale were found effective in maintaining classroom discipline whereas as low scores were found ineffective. A significant correlation was found between personality factors of teachers and classroom discipline.

Das (1991) conducted a study on the evaluative procedures of the secondary teacher training institutions in Gujarat State. It is to compare the evaluative procedure of secondary teacher training institutions in Gujarat State. Major findings
of the study were diversity existed in the evaluation process in teacher training
colleges, majority of the institutions follow a mixture of internal and external
evaluation procedure. An external-cum-internal marking systems with continuous
evaluation and the semester system should be adopted in all training colleges.

Pranati Panda (1999) recommended for an integrated model to strengthen the
inbuilt strategies and resolving contextual constraints to cope with pressure of
numbers (large sized classes) for quality in primary education and both inservice and
preservice teacher training should address the pedagogical needs of teachers teaching
and handling large sized classes.

Govinda and Varghese (1991) found that trained teachers made a considerable
differences in terms of teaching styles and classroom management, high correlation
existed between achievement and time spent on teaching learning. The teaching
practices like explanation of concepts with frequent use of blackboard, motivating
children by asking questions regularity in the classroom, regularity in giving and
correcting homework and revision of previous lessons by teachers were positively
related to pupil achievement.

Srinivasan (1992) studied the personality traits of primary schools teachers of
Cuddalore educational district in Tamil Nadu. He found out that age experience, sex
and community did not affect the attitude of teachers towards teaching.

Jangira (1994) examined the teacher policy in the states and its
implementation in the school level, teachers’ perception about the policy and the
teacher training needs. This study was conducted in the selected district of Assam,
Haryana, Karnataka, Kerala and Maharashtra, Tamil Nadu, Orissa and Madhya Pradesh.

Shukla and others (1994) found that teachers experience has not been an important predictor of students’ achievement. Saxena, Singh and Gupta (1995) found that teachers experience was negatively correlated with students’ achievement. Govinda and Varghese (1993) found that teachers’ educational attainment was a significant predictor of student achievement.

Venkateswara Rao (1995) studied the training needs of elementary school teachers and found that more than 60% of elementary teachers reported that they need orientation in 13 aspects of teaching and learning.

Saleemunisa (1997) studied academic problems of higher primary schools teachers of Bangalore city. She found that 40% of teachers had difficulty to teach from syllabus since it was vague. Seventy-five percent of teachers expressed about lack of guidance and support from their colleges.

Mohan Jha (1997) made a case study of Bihar Education Project with respect to training philosophy, the process and the strategies leading to the evolution of the teacher centers of Cluster Resource Center, any institution for teacher empowerment and school effectiveness in rural areas.

Srivastava, Kantimohan (1982) studied “Effectiveness of the Teacher Education Programme”. The investigation was an attempt to find out the effectiveness of the teacher education programme of Avadh University. The main objectives of the study were (i) to study the actual position of resources, existing conditions and working of the teacher-education programme, (ii) to study the quantitative and
qualitative characteristics of the programmes and product, (iii) to study the effect of the programme on teaching aptitude of student teachers, (iv) to study opinions regarding quality and sufficiency of existing conditions and working of the programme from the point of view of organization of professional education of secondary teachers, (v) to study opinions regarding utility of the programme from the point of view of the teacher’s job, and (vi) to ascertain the most desirable changes needed for making the programme effective. The study was a normative survey. All the teacher education departments of the ten affiliated Colleges of Avadh University situated in five Districts of Faizabad Division- Faizabad, Gonda, Bahraich, Sultanpur and Pratapgarh- were included in the study. The sample consisted of ten college Principals, 76 teacher educators, 929 student teachers, 175 secondary teachers who had been trained by these departments, 38 secondary school Principals, and eight educational administrators. The data were collected with the help of two questionnaires, two interview schedules, four rating scales (all prepared by the investigator), one Test of Teaching Aptitude prepared by Dr. Jai Prakash and Dr. R.P. Srivastava, observation of institutions, and content analysis of the University, college and Government records.

Valand (1983) conducted a study of Innovative Proneness of Teachers of Primary Teacher’s Training Colleges in the State of Gujarat. The objectives of the study were (i) to develop an instrument seeking to identify and quantify four aspects of innovative proneness of teacher educators, viz., teacher-educator’s preferred behaviors in relation to their perception of attitudes of innovations, and teacher educator’s preferred behaviors in relation to their perception of the setting and
circumstances in which innovations were introduced, (ii) to design and validate innovative proneness scale, (iii) to study innovative proneness of teacher-educator’s of primary teacher’s training colleges of Gujarat with respect to age, teaching experience, sex, professional satisfaction, mobility, participation in inservice education, habit of reading professional literature, professional training and academic qualifications, and (iv) to find out the inter-correlations among the components of the innovative proneness scale. An innovative proneness scale was constructed and standardized and was used for studying innovative proneness of primary teacher educator’s of Gujarat. There were three sections- Attitude to Innovation Scale, Situational and the Innovation Characteristics Scale, and Change-related Values Questionnaire. The study was based on a sample of 200 teacher-educator’s selected from 64 primary training colleges of Gujarat State. Percentile norms were established, For comparing the innovative proneness of teachers of different age-groups, sex, experience, qualifications, etc; the t-test was used to test the significance of difference between the means of any two groups. Some of the findings were: 1. The mean innovative proneness score of the teachers above 35 years of age was greater than those of teachers under that age. 2. The mean score of the female teachers was higher than that of the male teachers. 3. The mean score of the teachers having more than five years of teaching experience was greater than that of teachers having less than that of five years of teaching. 4. Teachers possessing an M.A Degree gave the highest mean score on innovative proneness, while teachers having B.Sc. Degree gave the lowest mean score. 5. The mean score of the teachers who had not changed institutions was higher than the teachers who had changed institutions. 6. The mean
score of the teachers who attended the inservice programme was higher than the mean score of the teachers who had not attended any inservice programme. 7. The mean scores of the teachers having a habit of reading professional literature and teachers having professional satisfaction were higher than those of teachers who were not in the habit of reading professional literature and having no professional satisfaction. 8. The components of the Innovative Proneness Scale significantly correlated with teacher’s personal variables such as age, sex, experience, academic qualifications, professional qualifications, mobility, in-service education, reading habits and professional satisfaction.

Sindhu (1983) conducted a follow-up study of Secondary School Teachers Trained through Different Approaches. The major objectives of the study were to examine the different effects of types of training and teaching experience and their interaction on, (i) the general teaching competence of teachers, (ii) their attitude towards teaching, (iii) their perception on their teaching effectiveness, (iv) pupil’s perception on the teaching effectiveness of their teachers, (v) the perception of peers about their teaching effectiveness, and (vi) the perception of the heads of the institutions about their teaching effectiveness. At the laboratory stage, the sample comprised 98 B.Ed student – teachers. At the follow-up stage 74 student- teachers of the laboratory stage formed the sample. Those who had less than six months of experience were grouped as novices whereas those who had more than six months and less than two years of experience.

The purpose of the study was to provide an adequate description of the present status of student teaching programmes in teacher training colleges in the northern region of India. The objectives of the study were (i) to determine the current organizational and administrative practices in the student teaching programmes, (ii) to study the current supervisory practices in the student teaching programmes, (iii) to ascertain the preparation of the student before going into actual student teaching experience, (iv) to determine the current duties of the person in charge of student teaching, the college supervisor, and the cooperative teacher of the cooperating school, (v) to identify innovative concepts in the student teaching programme, (vi) to explore the most desirable features of the student teaching programme, (vii) to explore the most undesirable features of the programme, (viii) to obtain opinions of teachers in charge of secondary student teaching for the improvement of the present programme, and (ix) to make recommendations for the improvement of student teaching programmes. Statistical techniques such as percentage, measures of central tendency and chi-square test were used. A representative sample of 80 out of 186 secondary teacher education institutions of the northern region of India was taken for the study. Present study is also an attempt to find out the drawbacks of one year teacher education programme.

Singh (1985) conducted a study of “Comparative Study of Teachers Trained through Integrated and Traditional Methods in terms of Attitude towards Teaching, Teaching Competence and Role Performance. The effectiveness of the different modes of graduate teacher training prevalent in India such as the four-year integrated B.Ed and the traditional one year B.Ed Course was sought to be compared in this investigation. The points of comparison taken up in the study were attitude, teaching
competence and role performance of the teachers trained through these two modes. Null hypothesis regarding the differences in these aspects between groups of persons trained in these two modes, and also hypothesis about relationships between each pair of these aspects were formulated. The sample consisted of 120 teachers trained in the Regional Colleges of Education at Bhopal and Ajmer and serving in schools in different places. The sample consisted of equal numbers in arts and sciences as well as equal numbers from the two modes. Ahluwalia’s Teacher Attitude Scale and Passi and Lalita’s Baroda General Teaching competence Scale were used for finding out attitudes and teaching competence respectively. The test for role performance, the Role Performance Self-Rating Scale, was developed by the author with four-point items covering the roles of teachers as instructor, leader, manager, model, monitor, pupil’s guide, and agent of Social change. Its split-half reliability was 0.87 and its cross validity was reported as 0.83. Data were collected over a period of five months, and two lessons of each teacher were observed for assessing teaching competence. Personal data were collected by means of a personal data schedule. They were analyzed using means for sub-groups formed on the basis of variables like subject background, age, marital status, educational qualification, length of experience, rural urban background, etc.

Seetharamu and Manvikar, Sharada (1986) conducted a study on “Secondary Teacher Education – A Status Survey”. This is a status study of institutions of teacher training at secondary level and the status of teacher educators working therein. The ‘institutional’ status in terms of physical facilities, admission procedures and finance, ‘individual status of teacher educators in terms of personal, social, economic and
professional status were investigated. The study covered teacher training institutions and staff working therein which came under the purview of Bangalore University. Even though the universe of the study comprised 17 colleges and 158 teacher educators, responses could be obtained from only 11 institutions and 76 staff members working therein. The survey canvassed two schedules- one for institutions and the other for teacher educators in these institutions. The data obtained were reported in terms of frequencies and percentages. Like this study present study is related to Teacher education programme of one year and two year and its relative effectiveness.

Shah (1986) conducted “A Survey of Management of Student Teaching in India”. The major objectives of the study were (i) to conduct a survey of objectives of student teaching programmes, admission criteria, and criteria for allocation of methods to the trainees in teacher training colleges of India, (ii) to study the organization of student teaching programme, and (iii) to gather information regarding innovative practices in the student teaching programmes adopted by different teacher education institutions. “The sample of the study included 46 secondary teacher training colleges of 13 states of the country. The investigator used a questionnaire for data collection. The data were collected by mail from the institutions under study. Out of 150 teacher training colleges contacted by post, 46 returned the filled in questionnaire. The data were analyzed in percentage form.

Srivastava (1986) conducted “a study of Qualities, Values, Attitudes, Activities and Adaptation of Teacher Educators: Special Reference to Avadh Area”. The objectives of the investigation were (i) to study the Social, economic and
educational qualities of teacher educators, (ii) to know the quantity and quality of their work, (iii) to study their service conditions, participation in co curricular activities, etc., (iv) to analyse the attachment of teacher educators to certain values, (v) to study their job satisfaction and its relationship with their qualities, and (vi) to give suggestions for improving teacher educators conditions. The investigation was a survey- type study. The sample of the study consisted of 73 teacher educators working in all the ten affiliated colleges of Avadh University having B.Ed classes. The tools of the study were a questionnaire and a two– point scale for measuring job satisfaction. Besides these tools, personal discussion with the educator, and perusal of office, University and teachers organization records was also undertaken. The data were tabulated and analysed using percentages.

Srivastava, Shobha (1986) studied “A study of Job- satisfaction and Professional Honesty of Primary School Teachers with Necessary Suggestions”. The objectives of the study were (i) to examine the extent of job- satisfaction and professional honesty among primary school teachers, and (ii) to make suggestions for creating a suitable environment in primary education in the above context. The sample of the study consisted of 100 educational experts, University/college teachers, administrative staff, etc. and 987 (263 female and 724 male) primary teachers selected from the randomly chosen primary schools in proportion to the population of each district of Faizabad division, namely, Faizabad, Gonda, Bahraich, Barabanki, Sultanpur and Pratapgarh, comprising both rural and urban areas. The tools of the study were a Job Satisfaction Inventory, Professional Honesty Preference Record, a Questionnaire on Reasons for job- Dissatisfaction, and a Check- list for the factors
conductive to Professional Honesty in primary teachers. All the tools were prepared by the investigator using standard procedures. The data were tabulated and analysed using suitable statistical techniques. The study found out that job satisfaction and professional honesty are closely related.

Subramanyam (1988) conducted an investigation to test whether the common entrance test can predict the performance of students in B.Ed Course. Three colleges of Education located in S.V. University area were selected and 300 students studying in B.Ed Course in these colleges constituted the sample for investigation. The marks obtained by the students in the common entrance test were obtained from their merit cards submitted by them in the college office at the time of their admission. Their performance was measured based on the practical and theory examination conducted by the University at the end of the course.

Singh (1993) carried out a study on teacher effectiveness in relation to their sex, area and adjustment. He established that there is significant difference between male and female teachers (2) The coefficient of correlation between teacher effectiveness scores and adjustment of the rural teacher was not significant.

Walker Linda (1993) studied the changing perception of efficacy from student teachers to first five year teachers. This study conducted to examine the changes in the self perceived efficacy of teacher education majors who were surveyed first as student teachers in 1952 and again as first year teachers in 1993. The instrument used was a survey of 30 items related to Mississippi Teacher Assessment Instrument Competence and Indicators. Data analysis indicated significant differences in the
following areas. Classroom management and interaction utilization of audio visual equipments, effective teaching of reading languages.

Nagendra Singh (1987) conducted an investigation to study the suitability, validity and superiority of the integrated teacher training programme over the traditional ones. Teacher Attitude Inventory (TAI) General Teaching Competence Scale (GTCS) and roll performance self rating scale and personal data schedule for bio data were used for the purpose of data collection.

Chandrasekhar (2000) conducted a study titled “An evaluate study of primary school teacher Education programme in Andhra Pradesh. Major findings of the study majority of the teachers opined that the present day teacher education curriculum is out dated and that it should be restructured and recognized keeping in view the present day needs and aspirations of the young trainees.

Don Davies (2000) in his articles “Innovation in Education” gives a detailed account of the influence has dealt with the importance of innovation and technology in bring about changes in the student teaching programme. The recent developments like team teaching, flexible and modular scheduling, computer based instruction, programmed instruction and teaching machine and instructional television have emerged as supporting devices in teacher training of today. He concerns about exposing student teachers to innovative practices will lead to changes in student teaching programme. Present study is also an attempt to improve the teaching skins of student teachers.

Sobha Choudhari and Uma Jardon (2000) made a study about “Red curriculum a new model”. They are of the opinion that the present curriculum lacks in developing
skills need to grow as a perfect teacher. The purpose of teacher education programme is not only to prepare the teacher with trained mind best with educational mind. They suggested more practical teaching classes should be included. Lectures on how to counsel problem children were to be added with present curriculum. Present study is also an attempt to find out the drawback of one year teacher education programme and to improve the teaching skills of student teachers.

2.6 CONCLUSION

The review of related literature pertaining to the variables of teaching competence, teacher attitude and teacher education programme and language proficiency, and their interrelationship is presented in the preceding pages.

Even though there are substantial number of research conducted in the area of teaching competence of teachers at various stages of education but very few studies were conducted on the teaching competence of the student teachers. No studies were conducted on the influence of subject. Knowledge, teaching attitude and language proficiency of the student-teachers and how they are affecting on the teaching competence of one year and two year B.Ed. student teachers.

The opinion of Indian Education Commission (1964-66) is that “Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and attitude of teachers. The investigator felt that all these factors have an influence of the institutions in which they had undergone the course and the quality of the course. Investigator is interested to know whether the duration and instructional strategy have anything impact on the quality of teacher education programme. No studies were conducted to compare the
course content, instructional strategies, the duration of teacher education programme on development of teaching skills and competence and internship programme of the course. This is a major research gap. In order to contribute towards this gap the investigator has undertaken the study of “Relative effectiveness of one year and two year model of teacher education programmes on teaching competence” with the major objective to know the relationship between the subject knowledge, teaching attitude and language proficiency and methodology on teaching competence of one year and two year B.Ed. students. The theoretical framework of the present study was based on the above researches.