## REVIEW OF RELATED LITERATURE

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2.0.0 INTRODUCTION

It is essential for a research worker, before taking up any research, to study the research literature available in the field of stipulated problem in order to develop an insight into the problem. It helps the researcher indirectly to frame out an appropriate design for the problem in hand by providing the information with respect to the variables studied and the methods, measures and approaches employed by other researchers. It is also necessary for a researcher to summarise the major research findings. The present chapter, therefore, is devoted to the review of related literature. A number of researches have been carried out in the field of teacher effectiveness. Here, some of these researches related to the present problem have been presented.

2.1.0 HISTORICAL PERSPECTIVE

The Education Commission (1964-66) has emphasised that education is the one and only instrument that can be used to bring about a change towards the social and economic betterment of India. Teacher education is an integral part of any educational system. Teaching, being both a skill and an art, was found amenable to transmission in the early years of the 19th century. The National Policy on Education, 1986, reflects precisely this change in its concept and practice. Now, teacher education is no longer limited to primary or secondary levels of teachers but extends far beyond. No wonder that teacher education has emerged as an important area of educational research. The teacher education is a long, complicated
series of operations so researchers have tried to find out the effect of innovative instructional procedures on teacher effectiveness. Mitra (1972) has rightly stated that the aims, processes and evaluation of education are primarily associated with teaching reasonably, therefore, the vital problems in education cannot be solved unless we look into the problems and processes of teaching. Related to the problems and processes of teaching research studies at different levels have been conducted to investigate into the causes and consequences of teacher behaviour. The researchers have tried to determine the factors of effective teaching.

2.1.1 Researches in Teacher Education

It is obvious that the teacher is the main stream of the classroom teaching. The teacher education is also very important in the education system. It is also very complex task. In order to make teacher education more scientific, researches in teacher education are very important. Here is the brief history of the researches carried out in the field of teacher education.

The most of the researches carried out in the field of teacher education is to find out the effectiveness of different training programmes or the personal characteristics of teachers. Reviews of studies in the area of teacher education have been attempted by Lulla and Singh (1974), Mehrotra (1980), Das and Jangira (1983), Bhatnagar (1980), and Pillay (1987), A synoptic overview of the nature of these reviews would help one to take stock of the researches completed in the area, Lulla and Singh (1974), in their trend report in, 'A Survey of Research in Education'
(Buch, 1974), classified teacher education research into six areas, namely, selection criteria; abilities and qualities of the teacher; pre-service and inservice training of teachers; workload, job satisfaction and difficulties experienced by the teachers; procedures and practices of teacher education in India; and personality variables of teachers. In his trend report in the Second Survey of Research in Education, Mehrotra (1979) did the classification differently. In the Third Survey, Jangira (1986) adopted a systems model of classifying (as per Sage, 1974) variables under context-presage-process-product categories. Usage of the terms, context-presage process-product, instead of input-process-output, has certain advantages for classification of studies.

There are 276 studies at Ph. D. level, and 134 at project level. Out of the Ph. D. studies, 245 are in education, 26 in psychology and six in other disciplines. The most explored area in teacher education is pre-service education. Out of 248 studies, 110 studies are found in in-service teacher education. There are 36 studies that have tried to probe into both pre-service and in-service education. Singh and Malhotra quote in the trend report that in secondary teacher education, the controlled factors were student teachers, teacher educators, students, parents of students, supervisors and learning material. In primary teacher education, elementary classes, teachers of primary schools, and curriculum of primary teacher education programmes are the controlled factors. Researchers have paid little attention to developmental and evaluation studies. There is a need to go in for such studies so as to provide guidelines for future teacher education programmes.
In the context studies in teacher education covers studies on institutional characteristics, student-teacher characteristics, teacher characteristics, and classroom context. Under student teacher characteristics, studies pertain to one or more variables, viz., student-teacher formative experiences, their academic qualifications, abilities, personality factors, intelligence, etc. The studies concerned with teacher characteristics have variables like personality traits, self-concept, job expectation, role expectancy, role performance, etc. Classroom context studies include certain classroom variables such as classroom climate, size of the classroom and curriculum at teacher training and practising school level.

In the field of the characteristics of student-teachers and their formative experiences, there are 89 studies that have taken student-teachers' cognitive and non-cognitive variables into accounts. The major studies conducted in this arena are self-concept, creativity, personality traits, adjustment, social maturity, etc. of the student-teachers. They have tried to find out whether inherent characteristics of an individual play important role in shaping them for the job or not. The investigators of these studies have approached the student-teacher not as a student of education, or a student under training in teaching skills, but as a person who is acquiring the traits of a teacher. Singh and Malhotra points out that the investigators need to see the student-teacher from a different angle and study the characteristics that are conducive to attaining particular teaching skills and promote learning.
2.1.2 Teacher Effectiveness

There are studies in the field of teacher characteristics. The investigators have tried to find out the qualities of the good teacher. These studies have specified the conditions under which the teacher is working. Such studies are helpful in providing guidelines for arranging in-service courses for teachers. Gupta (1977) studied effectiveness of teachers through the effect of teachers' classroom behaviour on pupil creativity. Prakasham (1986) studied teaching competence arising out of school organisational climate. Shobha (1985) studied the ability of teachers to predict students' performance in the examination. Apart from finding out the effect of the teacher on pupils, researchers like Srisucondharatna (1985) studied teachers as a factor affecting modernisation. He studied personality characteristics of teachers in the process of modernisation. Tripathi (1984) studied the relationship between personality traits of teacher-educators with their supervisory practices at the B.Ed. stage. He found that personality traits of teacher-educators were related to their mode of supervisor. Teprongtong (1984) studied the difference in role performed and role expected of teacher-educators as supervisors in the eyes of student-teachers.

The outcomes of teacher education programme depend upon teacher or student-teacher characteristics and institutional characteristics. The outcomes of teacher education programme is product variable. The immediate outcome variables could be identified in achievement, attitude, teaching skills, etc. The long-term outcome variables used in the studies pertain to professional skill, teaching success or teaching effectiveness. Mehrotra and Singh, et. al. state that the definition or concept of
teaching success or teaching effectiveness has been used differently by various researchers, rather it has been dependent upon the tools used by them. Such studies make a contribution to teacher education as they try to answer the question, 'What pre-conditions are required to become a successful/effective teacher?' This area is one of the most explored areas in teacher education. There are 56 studies that can be categorised for this set. These can be further divided into two sections; one of them is studies relating teacher/student-teacher characteristics with teaching effectiveness; and another is studies that relate institutional environment with teaching effectiveness.

Radha (1984) compared personality characteristics of the science student-teachers who achieved high and low scores in the B.Ed. All these studies pointed out that characteristics like personal adjustment, attitude towards professional work, scientific temper, etc. were related to performance. Katiyar (1982) and Dubey (1986) studied personality traits of student-teachers having high and low attainment scores on various teaching skills. Their studies revealed differences in personality traits of high and low achievers. The extent of variation in the product variables used in all these studies is so high that it is difficult to make inferences. Further, the researchers limited the product variables to classroom functioning of the teacher. The skills and behaviour of the teacher required to deal with the outside classroom situation have not been studied by researchers. There is a need that non-intellectual and psychomotor learning outcomes of the teachers be studied with respect to their characteristics and institutional environment.
2.1.3 Teacher Behaviour and Teacher Effectiveness

Out of the 194 studies 48 (24.7 per cent) were related to teacher factors influencing teacher behaviour or teaching strategy. Out of these, 15 studies tried to explore the relationship between various demographic, and personality characteristics of teachers as student-teachers with their classroom behaviour (Quraishi, 1972; Santhanam, 1972; Singh, 1974; Mathew, 1976; Shashikala and Thirtha, 1977; Goel, 1978; Shashikala, 1978; Singh, 1978; Sharma, 1919; Thakur, 1980; Joglekar, 1981; Suthar, 1981; Choudhary, 1982; Jain, 1982). The classroom verbal behaviour of teachers was studied in respect of demographic variables such as age, sex, training, experience, socio-economic status and modernity. These were not found to be related with classroom verbal behaviour of teachers as measured through Flanders Interaction Analysis Category System (Santhanam, 1972; Quraishi, 1972; Shashikala, 1978; Thakur, 1980; Joglekar, 1981). On the other hand, sex was found to influence classroom verbal behaviour of teachers (Santhanam, 1972; Sharma, 1979; Jain 1982). Creative thinking was found to influence classroom verbal behaviour of teachers (Singh, 1978; Choudhary, 1982). But on the other hand Mathew (1976) found that creative teacher personality did not influence the classroom verbal behaviour of teachers.

The classroom verbal behaviour of teachers was studied in respect of various personality traits. Quraishi (1972) found that teachers' verbal behaviour in the classroom was related to a small extent to their personality. Extrovert teachers were found to have greater interchange of classroom events than introvert teacher (Goel, 1978). Structuring the lecture had a significant positive relationship with personality components.
like restraint, ascendance, emotional stability, objectivity, thoughtfulness and personal relations. Roy (1981) reported a significant correlation between classroom verbal behaviour of teachers and their self-confidence, leadership, emotional balance, sociability, intelligence, and interest in literature and fine arts. Personality traits, like emotion, sensitivity, confidence, insecurity, extrovert, introvert, submissiveness and dominance, showed indirect influence on classroom verbal behaviour of teachers (Suthar, 1981). Lastly, Jain (1982) reported that male teachers devoted more time in asking questions than female teachers. Teachers with a positive attitude towards the teaching profession, classroom teaching, child-centred practices and the educational process reacted to ideas and feelings of pupils and frequently created an emotional climate in the classroom. Theoretical and aesthetic values were not significantly related to the effective behaviour of teachers. Teachers with a high aesthetic value did not have a favourable attitude towards the teaching profession but teachers with high religious value had a high favourable attitude towards the teaching profession, pupils and teachers.

Further, classroom verbal behaviour of teachers was studied in the context of attitudes towards various objects. Attitude towards democratic classroom procedures and attitude towards management were found to be related with indirect behaviour of teachers (Quraishi, 1972). The classroom verbal behaviour of teachers was found to be significantly related to attitude towards teaching as a career (Roy, 1981). Shashikala and Thrtha (1977) reported that teachers scoring high on autonomy manifested indirect behaviour to a great extent. Teachers scoring high on affiliation responded negatively to students' talk.
2.1.4 Prediction Of Teacher Effectiveness

Fourteen researches were related to prediction of teacher effectiveness, teacher efficiency or proficiency in teaching through personality traits (Debnath, 1971; Samantaroy, 1971; Sharma, 1971; Grewal, 1976; Gupta, 1976; Singh, 1976; Jain, 1977; Bhagoliwal, 1982; Pachauri, 1983; Subbarayan, 1985; Padmanabhaiah, 1986; Tharyani, 1986; Mahapatra, 1987; Rao, 1987). In respect of teaching efficiency, Debnath (1971) reported that age, experience, academic achievement and professional training were significant determinants of teaching efficiency, whereas superior teaching efficiency went with a favourable attitude and good adjustment (Samantaroy, 1971). Debnath (1971) developed a questionnaire for measuring teacher efficiency, while Samantaroy (1971) developed a score card by following a model suggested by Co-operative Study of Secondary School Standards, Washington for measuring teaching efficiency. Teacher effectiveness as a criterion variables was studied by Sharma (1971), Grewal (1976), Gupta (1976), Subbarayan (1985) and Tharyani (1986). Teaching aptitude, academic grades, socio-economic status, teaching experience and age, in the order of their arrangement, appeared to be sound predictors of teacher effectiveness (Sharma, 1971). The main predictors of teacher effectiveness were home, health, social, emotional, and total adjustments, dominance, submission, and verbal and non-verbal intelligence (Grewal, 1976). High effective teachers were more affectothymic, more intelligent, having more ego strength, more surgent, more self-sentiment less suspicious, less guilt prone and less radical (Gupta, 1976). Intelligence and knowledge in their respective subject areas were found to be the best predictors of teacher effectiveness (Tharyani, 1976). All these studies were conducted at the school stage,
except Subbarayan (1985), who conducted a study at institutions at the higher stage. Teacher effectiveness as rated by colleagues and by self is significantly correlated with teachers' ability to do research and publication.

Teaching effectiveness as a criterion variable was studied by Singh (1976), Bhagolival (1982), Wali (1985) and Padmanabhaiah (1986). Singh (1976) reported that most prominent needs of superior teachers were nurturance, achievement, counteraction and aggression. Their organisational pattern was logical and interpersonal relation as regards social behaviour and adjustment was of a very high degree. Further, superior teachers were less entangled in family problems or were able to solve them quickly and used more literary language. Bhagolival (1982) found that more effective teachers were characterised by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking. The affectional need of more effective teachers did not unduly interfere with their responsiveness to emotional situations. More effective teachers had a well-developed value system and ago organisation. They had a narrow gap between their level of aspiration and imaginal and inner resources. Wali (1985) reported professional dignity (grade, salary, etc.), altruistic temper, professional involvement, democratic temper and family background were correlated with teaching effectiveness. Padmanabhaiah (1986) observed that region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness.
2.2.0 MICROTEACHING TECHNIQUES AND TEACHER EDUCATION

It is obvious from above discussion that the teaching is skill and skill can be developed through proper training. The teacher training is the skill based training, in which the prospective teachers develop their abilities of teaching in the classroom environment. Microteaching is the technique which is used to develop the teaching skill. Many researches are carried out to find out the effectiveness of the microteaching. The following is the brief of the experiments conducted in this area of research.

2.2.1 Effectiveness of Microteaching Techniques

Allen and Fortune (1967), Bush (1966), and Bell (1968) have compared microteaching technique with conventional training programme. They have revealed that the microteaching is very useful technique. Davis and Smoot (1969) have studied the effectiveness of microteaching and revealed that the microteaching group not only changed their behaviour but also increased the variety of verbal teaching exchanges.

Dunn (1978) studied the effects of instruction in interaction analysis and microteaching on the verbal and non-verbal teaching behaviours on selected home economics student teachers. Findings of the study revealed that the systematic programme produced significant changes in the teaching patterns and classroom behaviours of student teachers.

Najma (1977) performed an experiment for development of a microteaching programme for teacher education in Iran. The investigator has strongly recommended the use of this technique at all levels of
teacher education and should be adopted as an approach in training of teachers specially in student teacher practice.

Srobiah (1981) studied microteaching as a component in the training programme of prospective teachers. The final conclusion of the study is that microteaching is an effective component in the training programme of prospective teachers.

2.2.2 Microteaching in India

In India, exploratory work on microteaching was initiated by late sixties and early seventies. The findings of the early researches have proved the microteaching as an effective technique in the modification of teacher behaviour. In India, there is no facility of closed circuit television (CCTV) or video-tape recorder (VTR).

Dosajh (1974) carried out a preliminary try-out of microteaching as a modifier of teacher behaviour. The results were positive. Passi and Shah (1974) carried out two experiments to find out feasibility of microteaching in Indian conditions, in simulation as well as in real classroom environment. The optimistic results of their experiments paved the way of microteaching in the field of teacher education.

The Department of Teacher Education of NCERT with the collaboration of CASE, M.S. University, Vadodara undertook a field experiment to study the effectiveness of microteaching as a technique of training teachers and to try out variations of microteaching components so as to determine their relative effectiveness. The study revealed that the teacher trainees trained through microteaching technique acquire higher general teaching
competence as compared to the trainees trained through the conventional training programme.

Jangira, Mattoo and Singh (1980) carried out a field experiment in the area of microteaching improving general teaching competence of inservice teachers. They concluded that microteaching appears to be promising in improving skill competence and general teaching competence of inservice teachers.

Joseph and Dias (1981-82) conducted a first microteaching programme at the St. Xavier's Institute of Education, Mumbai. They conducted the experiment in two phases. The findings of the study were positive and they have concluded that the microteaching cycles helped them in improvement of teaching skills.

2.3.0 REVIEW OF RESEARCHES

Review of the researches is very important for prospective investigator to assess the feasibility of his own topic. The reviews are presented in two sections as under

1. Researches carried out in teacher education.
2. Researches carried out in teacher effectiveness.

2.3.1 Researches carried out in Teacher Education

Bawa (1984) has tried to compare the effectiveness of Micro-teaching with Planned Integration Training, Following Summative Model and Micro-teaching without Planned Integration Training on the General Teaching Competence of Teacher Trainees. The main objectives of the study were to assess whether training through micro-teaching brought about substantial changes in teaching competence of the participant student-teachers and to find out the gains in teaching competence of student-teachers who taught after additional systematic instructional training subsequent to micro-teaching.

The study was envisaged in three stages, viz., the planning and preparation stage (development of tool and, selection of sample), the implementation stage, and the evaluation stage. In the study a pre-test, post-test experimental control group design was followed. A sample of 40 student-teachers was randomly selected from the B.Ed. trainees of the Education Department of Delhi University. All the sample subjects were observed on the General Teaching Competence Scale. The sample student teachers were later randomly divided into two groups of 20 student-teachers each. One of the groups, designated as the experimental group, was exposed to an integration-oriented programme. The other group, designated as the control group, continued teaching on its own, using a self-assessment scale as a means of self-feedback. The experimental programme comprised a mixture of instruction-cum-demonstration (by the investigator) and teaching (by the student-teachers).

He observed improvement in teaching competence of all participants, but did not observed in wholesale and uniform improvement in teaching
competence, speed of presentation and maintenance of discipline were the two component skills of general teaching competence which were not much affected by participation in integration-based instruction. The training of micro-teaching helped trainees in improving their teaching competence.

**Study-2 BHATTACHARJEE, R., Effectiveness of Microteaching in Developing Teaching Competence, Extension Service Department, Post Graduate Training College, Shillong, 1981.**

The objective of the project was to observe the effect of integrating a few selected teaching skills upon the teaching competence of B.Ed. trainees. The hypothesis was: The mean scores on the Indore Teaching Competence Scale (ITCS) and the General Teaching Competence Scale (GTCS) of the group trained for integration of skills through a 'Summative model' and the control group would differ significantly.

Four skills (introducing a lesson, fluency in questioning, increasing pupil participation and using the blackboard) were selected. A sample of 20 B.Ed. trainees was selected from one training college in Shillong, and divided into two equal groups (experimental and control) in terms of age, sex, qualifications, etc. Ahluwaliah’s Teacher Attitude Inventory was administered to the groups for measuring the covariate. Each trainee gave two regular in his subject of specialisation and his performance was assessed through GTCS and ITCS. The obtained scores were treated as pre-test scores. Later, orientation to microteaching skills and adequate practice in the four selected skills were given lessons each, in simulation, with peers acting as pupils and traditional feedback was
given. Experimental group trainees were given adequate training in integrating the four teaching skills. They prepared lesson plans on integration of four skills and practised them in a simulated training situation, with peers acting as pupils. A ‘Summative model’ of integrating the skills was followed. Feedback was given by using ITCS and GTCS. Each trainee practised two lessons integrating the four skills. Then trainees of both the groups gave two regular lessons each in a school setting and observation was made by using GTCS and ITCS and no feedback was given. After this both groups were given practice in real situations. Control group trainees gave two regular lessons of similar duration in the same setting and feedback on the basis of both ITCS and GTCS was given. Finally each trainee of both the groups gave two regular lesson and post-treatment observation was made. ITCS and GTCS were used to observe each lesson and no feedback was given. Gain scores of both the groups were found out and group-wise mean and SD of the gain scores were calculated. The significance of difference between mean gain scores was computed by using the t-test to find out the effect of integrating the four selected skills.

The study revealed that training for the integration of the four selected skills under the ‘Summative mode’ of integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group concept and emotional adjustment scores of the total sample of 350 teachers.
Study-3  CHATHLY, Y.P., An Experimental Study of the Teaching Competency at Macro-level as a Function of Training in Micro-skills among the Prospective Secondary school Teachers in relation to the Integration of Skills and Subject Area, Ph.D. Edu., Pan. U., 1984.

The main objectives of the study were to measure the gain in general teaching competence before and after training in micro-skill, before and after training in integration, before training in micro-skills and after training in integrated skills and to study the quantitative and qualitative improvement in the use of each skill as a result of training in microteaching.

In this study, the factorial experimental design was followed. There were three factors, namely, subject area, strategy for integration of skills and the sex of the trainee. The subject area varied in three ways-physical sciences, social sciences and languages; the strategy of integration also varied in three ways-integration of skills in twos, in fours and in sixes respectively. Thus (3 X 3 X 2) three ways factorial design was followed, having six categories of subject (three subjects areas and two sexes). For each category of subjects, initially a sample of 18 subjects was taken, which was later reduced to 15 subjects, keeping in view sample mortality. Thus the final sample consisted of 90 trainees comprising 45 males and 45 females, and 30 from each subject area of physical sciences, social sciences and languages. Further, from each of these six combinations, having 15 trainees, five were drawn for integration strategy in twos, five for integration strategy in fours, and five trainees for integration strategy in six. The data were collected with the help of the Baroda General Teaching Competence Scale, the Observation Schedules for skills of
introducing the lesson, fluency of questioning, probing questioning, skill of reinforcement, explaining, stimulus variation, illustration with examples, recognising attending behaviour, black-board use, increasing pupil participation, silence and non verbal cues and skill of achieving closure, and the Observation Schedule for integrated skills.

The major findings of the study were a significant improvement in the general teaching competence of trainees as a result of training in micro-skills and a further improvement in general teaching competence of trainees as a result of training in integrated skill.


The main objectives were to compare the effectiveness of the summative model of integration, miniteaching model of integration and traditional model of integration in terms of general teaching competence (GTC), to compare the effectiveness of the summative model of integration, miniteaching model of integration and traditional model of integration in terms of attitude of teachers towards teaching (TATT), to compare the effectiveness of the summative model of integration, miniteaching model of integration and traditional model of integration in terms of pupil achievement, and to compare the effectiveness of the summative model of integration, miniteaching model of integration and traditional model of integration in terms of pupil liking.
The sample comprised 30 student-teachers selected randomly and of 180 student-teachers admitted during the 1983/84 academic session in the Department of Education, DAVV, Indore. All pupils taught by the student-teachers formed the sample. It comprised 402 pupils. The pre-test post-test parallel group design with one control group was followed. The GTC, TATT pupil achievement and pupil liking were the dependent variables. The General Teaching Competence Scale developed by Passi and Lalitha was used for measuring GTC. The inter observer reliability coefficients of the scale ranged from 0.85 to 0.91. TATT was measured with the help of the Teacher Attitude Inventory developed by Ahluwalia. The split-half reliability was found to be 0.80. The Pupil Liking Scale by Malhotra and Passi was used for measuring pupil liking. The test-retest reliability of the scale was 0.95. A pupil achievement test was developed for measuring pupil achievement. The reliability coefficients for test-retest and split-half were 0.90 and 0.90 respectively. The data were analysed by computing mean, SD and analysis of covariance, followed by t-test.

The findings were, the MMI was found superior to the SMI and TMI in terms of development of general teaching competence in student teachers. The teachers belonging to the MMI group did not attain a significantly favourable attitude towards teaching in comparison with those belonging to the SMI group and TMI group at occasion II (post-test I). The teachers belonging to the MMI group produced a significant favourable attitude towards teaching in comparison with the SMI and TMI groups at occasion III (post-test II). There was a significant effect of treatment MMI in comparison with SMI and TMI treatment on achievement of pupils.

The main objectives were to study the effect of microteaching (MT) training on the development of selected skills, viz., probing questioning (PQ), reinforcement (RE), explaining with example (Ex), and stimulus variation (SV), in in-service teachers, to study the effect of MT training on the development of general teaching competence (GTC) of in-service teachers, to study the effect of MT treatment on pupil’s attainment and pupil’s retention (test-wise and educational objectivewise), and to study the effect of MT treatment on pupil’s liking (SL) for their teachers.

The sample included 36 teachers and their 720 pupils from 17 schools. The in-service teachers with a minimum of two years teaching experience in teaching general science to VII standard pupils through the Marathi medium, in Marathi-medium schools in Nagpur, and who were willing to participate in the experiment, formed the final sample. Twenty pupils of each teacher, participating in this experiment, were included in the sample. The pre-test post-test control experimental group design was employed in this study. Thirty-six teachers were randomly assigned to the two groups the experimental group and the control group. Each group consisted of 18 in-service teachers. Micro-teaching training was the treatment. The general teaching competence was measured with the help of general Teaching Competence Scale developed by Passi and Lalitha. The inter-observer reliability coefficients ranged from 0.85 to 0.91. The
factorial validity was established. Pupil' liking was measured by administering the Student Liking Scale developed by Malhotra and Passi. The major finding was Microteaching treatment had a positive significant effect on the development of skills, viz., PQ, RE, EX, and SV, when the post-test mean scores of the respective skills for experimental and control groups were adjusted for the pre-test scores of the respective skill.

**Study-6 KATIYAR, B.L., Personality Traits and Attainment of Skills through Microteaching, Ph. D. Edu. BHU, 1982.**

The main objectives of the investigation were to find out the differential personality factors of high, average and low achievers in the skills of reinforcement, explaining and stimulus variation, to develop 16 PF personality profiles of high, average and low achievers in the skills of reinforcement, explaining and stimulus variation, and test their pattern similarity, to find out the relationships between 16 personality factors and gain scores in the skills of reinforcement, explaining and stimulus variation.

The sample comprised 65 male and 65 female student-teachers studying in the Department of Education, Banaras Hindu University, for their B.Ed. degree. Acquisition of teaching skills was measured with the help of Skill Appraisal Guides developed by the investigator. Cattel's 16 PF Questionnaire (Hindi version by Kapoor) was used for measuring personality traits. Mean, SD, t-test, profile matching pattern similarity coefficient, product moment coefficient of correlation and multiple regression analysis were used in the analysis of the data.
The major findings of the study were the high achievers in the skill of reinforcement were significantly more surgent, enthusiastic and happy-go-lucky and more apprehensive and guilt prone than the low achievers, the high achievers in the skill of explaining were significantly more surgent, having more suspecting jealousy, and were more conservative and more group dependent than the low achievers, the high scores in the skill of stimulus variation had significantly higher ego-strength and more shrewdness in comparison with that of the achievers and on the basis of the personality profiles and pattern similarity coefficients, it was not possible to differentiate between high, average and low achieving groups in these selected skills.

Study-7  LALITHA, M.S., Effectiveness of a Strategy of Training for Integrating Teaching Skills on Teaching Competence of Student Teachers, Dept. of Post-Graduate Studies and Research in Education, Mys. U., 1981.

The main objective of the study was to compare the effectiveness of the experimental strategy (experimental treatment) with no specific strategy (control treatment) for training in integration of teaching skills in terms of teaching competence of student teachers.

The study employed a pre-test, post-test control group design with pre-test scores and teachers' attitudes as covariates. Sixteen student teachers of a teacher training college constituted the sample for the study. The covariates, namely, teacher attitudes and classroom performance in terms of teaching competence were measured prior to the experiment for all the student-teachers included in the study. The
treatments were given in simulated situations followed by real school situations. The teaching competence was measured employing, (i) a General Teaching Competence Scale (GTCS) which measured teaching competence in the use of various specific teaching skills, and (ii) the Indore Teaching Competence Scale (ITCS) which measured teaching competence in integrating various teaching skills.

The findings were there was no significant difference between the two treatment-groups after training for integration of teaching skills in simulated condition in terms of teaching competence measured on both GTCS and ITCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS and ITCS, after training for integration of teaching skills in simulated conditions followed by real school conditions, the experimental group was better than the control group in terms of teaching competence measured on GTCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS. There was no such difference between the groups in terms of teaching competence measured on ITCS adjusted for initial differences in teacher attitudes and pre-performance on ITCS.


The objectives of the study were to study the differential effect of microteaching and conventional teacher training approaches in relation to the achievement of pupils, to study the pupils' perception of student-
teachers trained through microteaching and conventional teacher training approaches, and to study the differential effect of microteaching and conventional teacher training approaches in relation to the general teaching competence of student teachers.

The study employed an experimental research design and used comparative methods. The design envisaged two groups of student-teachers and pupils, one serving as the experimental and the other as the control group. The microteaching training was given to the experimental group and the conventional teacher training was given to the control group. The method of purposive, incidental and multi-stage sampling was used for the selection of the sample. The sample consisted of 644 student-teachers and 620 eighth standard pupils. Equal weightage given to experimental and control groups. The data were collected by means of questionnaires and lessons. The tools employed in this study were Evaluation Schedules, a General Teaching Competence Scale, Raven's Standard Progressive Matrices and Ahluwalia's Teacher Attitude Inventory. These tools were used on student-teachers. The tools used for pupils were the Deo-Mohan Scale for Achievement Motivation, Jogavar's Socio-Economic Status Scale, the California Study Mathew's Student Liking Scale (Modified), an Achievement Test in Physics and an Achievement Test in Chemistry. The last two were prepared by the investigator. The data were analysed by using critical ratio, analysis of variance, factor analysis and correlational techniques.

The major findings of the study were for total gain in achievement in physics, the experimental group scored significantly higher than the
control group. The results were not significantly different for gain in the achievement in chemistry, and physics and chemistry together. The results did not show significant differences between the experimental and control group when tested for gain in knowledge and understanding objectives for both subjects taken together or separately. The experimental group scored significantly higher than the control group when tested for gain in application objective in physics, and physics and chemistry together.


The objectives of the study were to find out whether there were teaching skills specific to teaching of modern mathematics at the secondary stage, to find out whether microteaching had an advantage over the conventional student teaching in developing skills specific to modern mathematics, to find out whether the microteaching group had superiority over the conventional student-teaching group in using learnt teaching skills in an integrated form in the normal classroom setting, and to find out whether, in conditions of present day schools, it would be worthwhile to analyse the models of developing instructional materials and make a rational choice for developing such materials for skills specific to the teaching of modern mathematics.

The study was conducted in three phases: identification of teaching skills, development of instructional material, and study of the effectiveness of microteaching and conventional student teaching for developing skills
specific to teaching of modern mathematics at the secondary school stage. For the first phase, a sample of 47 and 48 researchers and teacher-educators respectively was taken. The subjects were asked to identify skills specific to the teaching of modern mathematics through a questionnaire. In the second phase, instructional materials for three skills selected for the purpose were developed in the form of a handbook by following the research and development approach. In this phase, for first field testing and second field testing, the sample comprised 27 and 28 persons (teachers) respectively. In the third phase a sample of 22 student-teachers who opted for teaching mathematics was selected. They were divided into two equal groups designated as control and experimental groups. The control group was oriented in conventional student teaching. The experimental group was given microteaching orientation. After this orientation, the experimental group delivered three lessons on each skill in a microteaching setting. The control group too was observed in three lessons for each of the three skills. During experimentation, the tools used were an observation proforma for skill of developing problem-solving ability, an observation proforma for skills of formulating mathematical models, and an observation proforma for the skill of using the blackboard, the Modern Mathematics Teaching Competence Scale. The data so collected were analysed with the help of the Wilcoxon Rank Sum Test and analysis of covariance.

The findings of the study were eight skills specific to the teaching of modern mathematics were identified by analysing teaching tasks into various sub-tasks and inferring the various teaching behaviours required to perform the task. These skills were skills of developing problem-solving
ability, formulating mathematical models, using a black-board, handling mathematical instruments, appreciation, analysis, application and performance of mathematical operations. Microteaching had an advantage over conventional student teaching for development of skills specific to teaching of modern mathematics.


Major objectives of the study were to ascertain the effect of microteaching feedback on attitude towards teaching, general teaching competence, classroom performance of teachers, to study the impact of interaction analysis feedback on attitude towards teaching, general teaching competence and classroom performance and classroom verbal behaviour of teachers, to compare the effectiveness of microteaching and interaction analysis feedback, to examine the influence of microteaching, interaction analysis feedback and the traditional approach on pupil achievement, and to develop certain teaching skills among student-teachers through feedback techniques.

The experiments was conducted on 120 student-teachers offering Hindi as their teaching subject. Beside, a sample of 600 students of classes VI, VII and VIII was selected to study the effect of feedback. The data were collected with the help of the Teacher Attitude Inventory (TAI) developed by S.P. Ahluwalia, classroom performance ratings, observation of classroom verbal interaction, achievement tests in Hindi, students'
perception of teachers and microteaching observation schedules. Data were analysed by applying descriptive statistics and employing the t-test for observing the significance of differences.

The major findings of the study were Microteaching feedback helped significantly in the classroom performance of language teachers. There was no significant difference in microteaching feedback and interaction analysis feedback in bringing about attitudinal change. Both microteaching feedback and interaction analysis feedback produced highly significant gains in pupil achievement. Gains in the case of interaction analysis were higher. Microteaching helped in the development of various instructional skills. Microteaching feedback appeared to invite more pupil response than interaction analysis feedback.


The major objectives of the study were to identify factors that affected competence of B.Ed. trainees; to assess the teaching competencies of B.Ed. students using appropriate tools, and to make differential and correctional 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 pupil 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 pre-test-post-test design. The student teaching marks of B.Ed. students were collected from all the colleges. The obtained data were analysed with the help of suitable statistical techniques, viz., mean, SD t-test and correlation.

The major findings of the study were pupils' evaluation scores were accumulated at the higher end of scores (80-95), self-evaluation scores were between 50 and 85, and professors' scores ranged from 45 to 65 with regard to the teaching competence of B.Ed. students. It was found that training in the skill of demonstration and microteaching significantly increased teaching competence. The type of management, the time of admission to the B.Ed. course and the teacher-pupil ratio were the factors that affected the mean teaching competence of B.Ed. trainees in almost all colleges of education in Tamil Nadu. Female teacher trainees, teachers who taught in girls schools, teacher trainees who got a first class in degree examinations, and teacher-trainees with higher socio-economic status scored significantly higher in teaching competency than others. In all the three methods of evaluation, the analysis revealed that there was a negative correlation between age and teaching competence scores.
2.3.2 Researches Carried Out In Teacher Effectiveness


The objectives of the study were to compare teachers in respect of their personality attributes having direct and indirect teaching influence styles, to compare the effects of two teaching styles on learning gains in classroom situations, to compare the perception of the students in respect of teaching styles.

The present causal comparative-cum-experimental study was conducted in Bijnoar district of UP, 60 teachers teaching either biology or civics to grade XI students, and 300 civics students and 300 biology students from class XI were selected, using stratified random sampling procedure. Standardised achievement tests on botany, zoology and political science were constructed. Other tools used were Progressive Matrices (Raven), Teacher-Pupil Interaction Analysis Scale (Flander), a Hindi adaptation of Cattell's Sixteen Personality Factors Questionnaire (Kapoor) and the Teaching Effectiveness Rating Scale. The data were analysed using t-test and ANOVA.

The major findings of the study were the indirect teaching style teachers in general were characterised by higher scholastic mental capacity, higher ego strength, self-rating and class-rating as feedback on teachers' classroom behaviour and was aimed at formulation of a classroom teaching feedback system for teachers.

The main objectives of the study were to identify the successful (effective) teachers and to find out the personality patterns of the successful teachers of high school classes.

The sample of 500 teachers was taken for the study. Each teacher under study was rated by 30 students. The tools used were R.C. Deva's Teacher Rating Scale, the students' perception of their Teachers scale and 16 PF Test by Cattell.

The major findings of the study were the successful teachers had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment. There was a definite impact of teachers' personality on their students perception.


The main objectives of the study were to compare teacher effectiveness of male and female teachers of urban and rural areas, to compare their intelligence, SES, attitude towards teaching profession and adjustment and to determine the combined effect of the correlates on teacher effectiveness.
The sample comprised 330 teachers of urban and rural areas from 22 intermediate colleges of Varansi, Gorakhpur and Jaunpur districts. The tools used were Teacher Attitude Inventory, Teacher Adjustment Inventory, SES, Samuhik Mansik Yogyata Pariksha and Teacher Effectiveness Rating Scale.

The major findings were no significant difference in the mean scores of male and female teachers in their effectiveness.


The main objective of the study was to find out some determinants of teaching efficiency.

Sample comprised of 226 head masters and teacher educators of 22 teacher training colleges of West Bengal. A questionnaire and an evaluation sheet for observation of the lesson were developed in order to study the effectiveness of the lesson. Qualitative and quantitative methods were used for data collection. Sixty seven teachers were observed while teaching and the evaluation sheets were used to collect data on teacher efficiency.

The important correlates of teaching efficiency, as found in the study, were knowledge of the subject matter, sincerity in teaching, mastery of the method of teaching, academic qualifications, mode of exposition, sympathetic attitude towards students, discipline, students' participation, proper use of aids and appliances in teaching, and the art of questioning.
The findings through actual classroom observation revealed that age, experience, academic achievement and professional training were significantly related to teaching efficiency.

**Study-5**  
The major objective of the study was to examine the relationship between some personality variables and teaching effectiveness.

The sample consisted of ten superior, ten average, and ten inferior student teachers out of 164 student teachers of 1972-73 batch at Tilakdhari Teachers' Training College, Jaunpur, U.P. In each group there were five male and five female teachers. The instruments used in this study were the thematic Appreciation Test, a rating scale to measure the teaching stimulus of the teacher by the observer which included fifty characteristics relevant to the teaching effectiveness, Sinha's Anxiety Scale and Sinha-Singh Adjustment Inventory.

The major findings of the study were the organisational pattern of superior teachers was generally logical that of inferior teachers was emotional. The superior teachers had more strength of imagination. The interpersonal relation as regards social behaviour and adjustment were of very high degree in superior teachers.

**2.4.0 SUMMING UP**  
The above discussion about the related literature has clearly suggested that the efforts are made in developing the teacher more efficient than
ever. Microteaching technique has proved that it is very important programme for teacher development. Almost all the studies had been carried out with a view to find the effectiveness of methods or training programme. It is clear from above discussion that whatever is done in this regard is to make the teacher more professional. The strategies revealed from the study is to train the teacher trainees or teachers to be more efficient.

The investigator had identified the scope of the training of dramatics in the field of teacher education. Because there is no specific training provided for prospective teachers to overcome their certain inherent limitations, like voice, personality, ability to attract someone, gestures and postures, effective behaviour, communication skill, etc. There is specific training in the training of dramatics, specially training for becoming an actor, for the development of above inherent qualities of a person. The good sound quality of an individual is possible through exercises. The good communicative skill can be developed through various exercises. The details are given in Appendix-A.

So the investigator thought it proper to give the training of dramatics to the prospective teachers to find out whether it is effective or not. Each and every investigation starts with a thought and its scientific study and experiment converts that thought into a principle or a method. Here is an effort to find out the effectiveness of training of dramatics on teacher, effectiveness. There is no intention to prove any of the training is superior or not but there is an attempt to see whether the same training is helpful or not.
Endnotes


7. **M.S. LALITHA**: Effectiveness of a Strategy of Training for Integrating Teaching Skills on Teaching Competence of Student Teachers, Dept.


