CHAPTER II

2.1 INTRODUCTION

In any research process one of the necessary and significant steps is the search for related literature. A researcher must know what is already known about the problem and how others have approached and investigated it. A summary of the writings of recognized authorities and of previous researchers provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

2.2 SEARCH FOR LITERATURE

Information relevant to the current research investigation may be accessed from a variety of sources. In fact the review of the literature is by no means a trivial task. It is a systematic process that requires careful and perceptive reading and attention in detail. In review of literature, the researcher attempts to determine what others have learned about similar research problems and to gather information relevant to the research problem at hand.

2.3 SIGNIFICANCE OF REVIEW OF LITERATURE

Review of literature primarily centers on seeking answers to three fundamentals questions.
(i) Where is the information found?

(ii) What should be done with information after it has been found?

(iii) What is made of the information?

The first question deals with specific sources both electronic and hard copy. Sources can be obtained through the internet and the library.

The second question deals with assemblage, summarization and retaining of the information in a usable manner.

The third question requires making judgement based on critical analysis of the report reviewed.

2.4 PURPOSES OF RELATED REVIEW

It provides a context for the research side. Besides it serves the following purposes.

(i) Helps to identify the research problems and possible hypotheses.

(ii) Makes the research worker familiar with what has already been done in the area.

(iii) Provides possible research design and methodological procedure that may be followed in the new research study.
(iv) Offers suggestions for possible modifications in the research to avoid unanticipated difficulties.

(v) Facilitates identify possible gaps in the research.

(vi) Provides a backdrop for interpreting the results of the research study.

2.5 SOURCES OF INFORMATION

Reports of research studies are available in all fields of life. As far as education is concerned there is no scarcity of reports of research studies. Studies are published in books, periodicals, technical reports, conference proceedings and academic theses. With the advent of communication technology most of the recent reports are available in electronic form and accessed through internet.

2.6 ACTIVITIES RELATED TO REVIEW OF THE RELATED LITERATURE

Review of literature consists of a series of activities as outlined by William Wiersma and Stephen G. Jurs (2009)
Separates the reports in order or into categories of relevance or importance

Identifies titles of potentially relevant reports

Locates copies of reports to be reviewed

Identify descriptors (Key words or phrases relevant to the problem)

Identify sources such as an appropriate index or retrieval system

Delete Non-relevant reports

Separates the reports in order or into categories of relevance or importance

Prepare abstracts or summaries for the report containing relevant information

(Optional)

Writes the review of the literature

Prepares the complete Bibliography (P.54)
2.7 STUDIES REVIEWED

The investigator has presented below studies reviewed by him under studies abroad and studies in India.

(i). STUDIES ABROAD

A- TEACHER BEHAVIOUR

Ford Mary Jo. Mcmillan, (1978) studied the students at risk, teacher behaviour, and discipline at a rural Appalachia middle school in Ohio University. This study examined students at risk, teacher behaviour, and traditional discipline as mutual simultaneous shaping influences in the context of a small, rural middle school in Appalachia. Using as criteria based selection process. 44 students were identified as at risk at the end of the seventh grade by the faculty of the Middle school. For the first ten weeks of their eighth grade school year these students, their teachers, and the Principal served as the subjects of the study. The research was conducted using several methods common to naturalistic inquiry including participant observation of the subjects in all aspects of school activity; non-standard interviews with the Principal, faculty, and guidance counselor; a student survey developed by the researcher and administered to all eighth grade students; and the examination of school records with Parental permission. At the conclusion of the research, 10 male students were identified as both at risk and chronic offenders.
As a result of inductive analysis six major insights emerge from this study:

1. The use of traditional discipline at the middle school does not change the misbehaviour of the at-risk students who are chronic offenders;
2. The use of traditional Discipline does not prevent their misbehaviour from occurring again;
3. The traditional discipline at the middle school is inconsistent with their social judgment, value system, and level of normal reasoning;
4. Traditional discipline, with its reliance on teacher-centred rewards and punishment, does not serve as an effective deterrent of misbehavior or as an effective incentive for appropriate behaviour;
5. Traditional discipline often results in academic rather than behavioural punishment; and
6. Traditional discipline is inconsistent with the value systems and teaching philosophies of the majority of eighth grade teachers and the Principal.

The implications of these insights for further research and educational policy include the need to develop curricula and teaching strategies which integrate both cognitive and affective processes, and the need to explore alternatives to traditional discipline which do not result in academic punishment.

McInerny, Saara.L (1980) studied the teacher Personality Styles and Behaviour Referrals in the University of Nebraska-Lincoln. The purpose of the study was to determine if a difference existed between the personality preferences, temperament type, gender, degree attainment, years of experience, and the number of behavioural referrals written. A second purpose was to
determine if personality preferences were predictive for the number of behavioural referrals written.

The population for this study was teachers employed in six middle schools in Lincoln, Nebraska. Of the 240 eligible teachers, 200 participated in the study. A survey research design was used for this study. The Myers-Briggs Type Indicator (1987), a Self-report Questionnaire, was used to identity the four bi-polar dimensions of extravert or introvert, sensing or intuitive, thinking or feeling, judging or perceiving that existed within an individual. In addition the four temperament types (Sensing/Judging, Sensing/Perceiving, Intuitive/Feeling, and Intuitive/Thinking) identified by Keirsey and Bates (1984) were utilized.

Referrals were limited to those that involved teacher/student interactions written during a one month Period. The data were analyzed using “Statistical Package for the Social Sciences” (SPSS). ANOVA, ‘t’ tests, and a stepwise multiple regression were calculated. Descriptive statistics provided frequencies, means, percentages and standard deviations.

The conclusion of the study were; (1) Teachers with a sensing/Judging temperament type prefer orderly quiet classrooms and tolerate less mis-behaviour from students (2) Teachers with a Intuitive/feeling temperament type can tolerate confusion and unpredictability. They have a higher tolerance for mis-behaviour and will likely write fewer referrals (3) Gender, degree attainment, years of experience and the Personality preferences of extravert and introvert
have no effect on the number at referrals written. (4) Teachers with a temperament type of Sensing/Perceiving may not stay in education (5) the largest amount of variance in the number of referrals written was accounted for by teachers with a Thinking/Feeling, Personality preference. Teachers with a thinking preference wrote more referrals than those with a feeling type.

Donahue, Janice Marie (1997) studied the Student Perceptions of their Teachers, their School, and themselves as learners in Iowa State University. Their Objectives of the study was to design an instrument that would secure student feedback concerning their perceptions regarding their school, teachers, and themselves as learners, and determine if these perceptions and their critical thinking ability was associated with their attendance, gender, academic achievement, and academic status. Sixty-five students in a ninth grade class at Mason City High School in Mason City, Iowa were voluntary participants.

The procedure followed four major steps viz., (i) Selecting the critical thinking test and items for the student feedback questionnaire; (ii) Gathering the student ratings from the questionnaire, the critical thinking scores, the attendance records, grade point averages, and composite scores from the Iowa Test of Educational Development; (iii) Analyzing data using the Pearson Product Moment to determine significant relationships between the students’ rating of their teachers, school, themselves as learners, their critical thinking ability and other variables attendance, gender, grade point average; and (iv) conducting t-
tests and one-way analysis of variances to determine if attendance, gender, grade point average, and the Iowa test of Educational Development made any significant difference in how students responded on the questionnaire.

There was a positive and significant correlation between students’ perceptions of their teachers, their school and themselves as learners. There was a positive and significant correlation between students’ performance on Iowa test of educational development, and the perceptions of themselves as learners, their grade point average, and their performance on the cornell critical thinking test. Gender was not correlated with any of the other variables. The findings suggest that teachers and school climate are important in producing a positive relationship for how students feel about themselves as learners and how they feel about their school and school personnel. In addition, how students feel about themselves, their teacher, and their school was associated with their academic achievement and academic status. School systems need to solicit student feedback to continuously improve instructional behaviours and the climate.

**Eggen and Kauchak (2001)** gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory.
In related with perception of teacher behaviour and the theories of gender role development, there is a significant amount of literature regarding gender bias, however current research (within the last 10 years) regarding gender bias and teachers' perceptions are scant, thus limiting the author's availability of resources. The current literature review focuses on the most current leading researchers within the last ten years. Because the literature on Teacher training institutes (TTI) gender issues is so broad, this review of literature begins by examining theories of gender role development including biological and social learning theories. Next, TTI’s gender role expectations and the stereotypical male and female student will be examined. This information will then be brought together with research specific to the classroom experience involving student and teacher interactions and research specific to teacher training.

Through research many theories of teacher training institute’s (TTI) gender role development have been suggested, however, there is no clear evidence shown that one gender theory over another is the sole contributing source. Sources of TTI's gender role development that will be discussed in this section of the literature review include biological influences, social influences, parental influences, and peer influences.
Al-ajmi, maha (2005) studied the attitudes towards Creativity and their Instructional Behaviours in the Classroom at University of Pittsburgh. His Objectives were; the intent at this dissertation was to investigate the relationship between teachers’ expressed attitudes towards creativity and their actual instructional behaviours in the classroom.

The two instruments were used in study were; (1) “Attitude towards Creativity Test”, to assess their expressed attitudes, and (2) “Behaviour Observation Checklist”, to assess their instructional behaviours. Demographic information was gathered to determine if it related to teachers’ attitude, and instructional behaviours.

The Sample for the study were; 30 teachers in five pre-schools or day care centres volunteered to participate in this study. Each teacher was observed for two-hour sessions during the data collection period. Upon completion at the observation sessions, the researcher distributed the “Attitude towards Creativity Test” and the personal data form to teacher. The test was conducted and the forms were collected by the researcher. The collected data were analyzed by using two statistical methods; (i) Pearson’s product-moment correlation coefficient established the relationship between attitude and instructional behaviours and (ii) Analysis of Variance established the relationship between the demographic variables and teachers’ attitude and instructional behaviours.
The Findings of the study were that there was a negative relationship between attitude and instructional behaviours, which meant that in this sample, teachers’ with positive attitude scores tended not to exhibit the instructional behaviours that are considered to foster creative expression in young children. On the other hand, the analysis of variance indicated that there was no relationship between demographic variables, attitude and instructional behaviours, which meant that, in this sample, teachers’ age, educational background, and teaching experience, were found to have no influence on how they felt about creativity or on instructional behaviours they exhibited in the classroom.

Gillies, Robyn M. (2006) found that during cooperative learning teachers’ verbal behaviours were more helpful to and encouraging of their students’ efforts while during whole-class instruction, their verbal behaviours tended to be more authoritarian, rigid, and impersonal. This study seeks to determine if teachers who implement cooperative learning engage in more facilitative learning interactions with their students than teachers who implement group work only. The study involved 26 teachers and 303 students in Grades 8 to 10 from 4 large high schools in Brisbane, Australia. Methods: All teachers agreed to establish cooperative, small-group activities in their classrooms for a unit of work (4 to 6 weeks) once a term for 3 school terms. The teachers were audio taped twice.
during these lessons and samples of the students' language, as they worked in their groups, were also collected at the same time.

The results show that teachers who implement cooperative learning in their classrooms engage in more mediated-learning interactions and make fewer disciplinary comments than teachers who implement group work only. Furthermore, the students model many of these interactions in their groups. The Conclusion shows that when teachers implement cooperative learning, their verbal behaviour is affected by the organizational structure of the classroom.

Ginley et al., (2006) designed to measure the specific behaviors and characteristics instructors expect of college students and how well the majority of their students meet those expectations, an original survey instrument has been created to address that need. Focus group interviews were held, and as a result of those interviews, an initial survey instrument was created. The survey was reviewed by the focus group participants and an expert in educational measurement to determine content and face validity. For construct validity and reliability, the survey was pilot tested via the Internet with a link to the survey sent to 250 college instructors who represented various content areas and levels of instruction. The survey and results of the pilot study are included in this paper. Supplemental tabular data is appended.
Malikow, Max (2007) study was to quantify the irritating behaviors of professors as experienced and reported by 232 Le Moyne College students in Texas. In this study, "irritating behavior" was understood as "actions that vex, annoy, bother, pester, frustrate, or provoke anger." This survey consists of 76 items subdivided into five categories: (1) lecture style; (2) assignments; (3) testing; (4) general policies; and (5) personal mannerisms/habits/attitudes/other. Of the 76 survey items, 25 were selected by 37 (15%) or more of the participants.

The following are 10 of the 25 most frequently selected irritating behaviors:
(1) Require a textbook and fail to use it; (2) Assign work as though their class is the only one or the most important one; (3) Continue lecturing after the class is supposed to end; (4) Make students feel inferior when they ask a question; (5) Are not specific on what the test will cover; (6) Give tests that do not correspond to lectures; (7) Make students stay the whole class period unnecessarily. The identification and reporting of professors' behaviors that students experience as irritating could have the positive effect of reducing the occurrence of these behaviors and improving the effectiveness of instruction.

B-TEACHING SKILLS

Potter (1980) claimed that variable related to teaching skills, such as clarity of expression, variability criticism, questioning etc are significantly related to students’ academic performance. Ehindero and Ajibade (2000) found that lack of
teaching skills by some University lecturers are responsible for the declining poor academic performance recorded among undergraduates. Based on the research findings the significant relationship recorded in their study between students’ perception of teachers’ knowledge of subject matter, attitude and teaching skills and students’ academic performance is justified.

Many infant clothes are highly sex-typed. A study by **Shakin et al. (1985)** (as cited in Beal, 1994) observed infants in shopping malls and other public areas. The study revealed that girls as a group are often dressed in pink and yellow, while boys tended to be dressed in blue and red. Gender distinctions are indicated in other ways in this study as well; female babies tended to wear jewelry, girls tended to be given pink pacifiers while boys received blue ones, and infant researchers found that parents will even sometimes bring their new born daughters into the laboratory with ribbon bows taped to their bare scalps (Beal, 1994).

**Airasian (1991)** states that classroom-based assessments “occupy more of a teacher’s time and arguably have a greater impact on instruction and pupil learning than do the formal measurement procedures” (p. 15). Classroom based assessments, which aim to generate information for teachers to make instructional decisions within the classroom setting, traditionally include teachers’ informal observations, casual questioning, and paper and pencil tests (Wixson, Valencia, & Lipson, 1994; Genesee & Hamayan, 1991). In the last 20 years,
researchers have taken efforts to formalize this procedure, enrich its methods, and extend its functions (Darling-Hammond & Goodwin, 1993; García & Pearson, 1994; Resnick & Resnick, 1992; Short, 1993; Stiggins, 1999; Wiggins, 1992).

The findings of research on teachers’ perceptions and beliefs indicate those teachers’ perceptions and beliefs not only have considerable influence on their instructional practices and classroom behaviour but also are related to their students’ achievement (Grossman, Reynolds, Ringstaff, & Sykes, 1985; Hollon, Anderson, & Roth, 1991; Johnson, 1992; Morine-Dershimer, 1983; Prawat & Anderson, 1988; Wilson & Wineburg, 1988).

Perception may be defined from physical, psychological and physiological perspectives. But for the purpose of this study, it shall be limited to its scope as postulated by Allport (1966), which is the way we judge or evaluate others. That is the way individuals evaluate people with whom they are familiar in everyday life. Eggen and Kauchak (2001) gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Eggen and Kauchack (2001) highlighted four aspects of effective communication that are highly essential for learning and motivation. They are; precise terminology, connected discourse, transition signals and emphasis.
Parents also tend to provide different types of toys and play objects to boys and girls. This is an indicator of learned gender roles (Streitmatter, 1994). According to Bradbard (1985) and Pomerleau et al. (1990) (as cited in Beal, 1994), mothers tend to buy a wider variety of toys for boys, including more trucks and cars, tools, sports equipment, balls, and construction toys. Girls as a group tended to have more dolls, toy kitchen appliances and utensils, toy furniture, jewelry, and musical toys (Beal, 1994).

The process of constructing a gender-typed environment can now begin even before birth. Parents who know the sex of the fetus through prenatal tests refer to the fetus as “he” or “she,” select the baby’s name, and choose toys and nursery decorations in advance according to the baby’s gender. Thus, gender distinctions are now even more likely to be emphasized than in the past, when parents did not know until the birth whether they would have a son or daughter.

Harris (1995) noted that gender-role messages men receive from their surroundings are like scripts an actor follows in a play, except here the drama is a man’s life. Male messages set standards. By age 9 or 10, young boys develop identities that include goals they hope to accomplish.
Research has shown that boys as a group tend to absorb the bulk of the attention and instruction from teachers (Beal, 1994). Teachers' patterns of attention to boys may tend to enhance boys' assertiveness. Males as a group also tend to receive more specific feedback from teachers; they are more likely to receive praise or correction for the intellectual content of their answers and (Lundeberg, 1997; Sadker & Sadker, 1994; AAUW, 1998) boys as a group are more often addressed by name (Peltz, 1990). Studies also suggest that boys as a group are often asked higher-order questions and are given more "wait-time" in answering questions (Shmurak & Ratliff, 1994). Also, boys as a group tend to receive more help than girls when they have trouble with a question. Teachers tend to give boys more hints and second tries if a male answers incorrectly. Research suggests that some teachers tend to analyze boys' failures in terms of controllable factors, such as not paying attention or not following instructions, and emphasize that if the boy tried harder, he would do better next time.

Although it may appear that being a male student has many benefits, research shows that there are also downfalls. Sadker and Sadker (1994) noted that few would consider boys “miseducated,” but gender bias is a two-edged sword. Girls are shortchanged, but males pay a price as well (Sadker & Sadker, 1994).
Aladejana (2000), asserted that students have preference for teachers, who have competence in their subjects and who respect and trust the students. Such teacher cares for the students as individual, listen to their problems, understand their needs, be patient with them and explain things in an interesting fashion. Centra and Potter (1980) confirmed that teachers’ attitudes are significantly related to students’ academic growth or performance.

Osunde, A. U et al., (2006) attempted to obtain empirical evidence on teachers’ attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. The Teacher’s Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher’s negative personal and professional behavior are critical factors responsible for teachers’ low status. Some recommendation to enhance the image and status of the Nigerian teachers and the teaching profession were made.
Martin et al., (2006) submitted the Intel Teach Essentials Instructional Practices research literature on educational technology has identified a number of important contextual factors that influence how technology is used in educational settings. The authors found that each of the factors had some impact and that interactions among the factors, both at the individual teacher level and the district level, often had even more pronounced influences on teacher behavior. The following are the findings: (1) All three research-based factors had an impact on teachers' use of technology to support their practice; (2) All three research-based factors had an impact on teachers' use of technology with their students; (3) Participating in Intel Teach Essentials appeared to produce more dramatic changes in the behavior of teachers who held weak, rather than strong, constructivist beliefs; and (4) Participating in Intel Teach Essentials appeared to produce more dramatic changes in the behavior of teachers who had access to few classroom computers than those who had many classroom computers.

C-TEACHER ATTITUDE, PROFESSIONAL VALUE ETC.

Sadker & Sadker (1994) suggest that boys are often labeled as problems in need of special control or assistance; boys are more likely to fail a course, not be promoted, or drop out of school. They further suggest that because boys tend to be prone to taking risks, they jeopardize not only their academic future but also their lives as they dominate accidents, suicides, and homicide statistics.
Helm, Carroll M (2006) Identified people who are predisposed to become good teachers as if it was a kind of calling in the same manner in which ministers are called to the ministry. The author cites a 2005 study by Wayda and Lund, who developed rubrics to address the student's suitability for the teaching profession. These rubrics contained levels at which the student demonstrated key dispositions such as caring, kindness, integrity, initiative, and skill development. The author also states that modeling is the key concept in that, to teach specific virtues, those in teacher education programs must make the students aware of the key dispositions, and then model them for the entire duration of the program. Some teacher education programs emphasize ethics and proper codes of conduct. The author concludes that individuals are indeed predisposed or "called" to become teachers.

Carr, David (2006) distinguished the key dimensions of professional value in teaching under three headings: (i) deontic norms; (ii) aretaic norms; and (iii) technical norms. With regard to (i) it is held that aspects of the professional conduct of teachers are properly implicated in the observance of moral principles and duties especially in so far as education may also be considered a human right. With regard to (ii), however, it is argued that professional development is not exhausted by fidelity to obligations, and also needs to be understood in terms of the development of personal qualities of character.
**Glanz et al., (2007)** reported on the final phase of a three-part study on the status of instructional supervision within several New York City public schools. In the first parts of the study the researchers found, through extensive use of surveys, that centralized educational reform had serious consequences for instructional supervision. Results indicated that in many instances principals, given many non-instructional duties, did not have the time to undertake continuous and meaningful supervision. Often, such supervision was relegated to coaches, neither trained in supervision nor given organizational authority to effectuate needed reforms to ensure quality teaching.

**Ranz-Smith, Deborah J. (2008)**, studied the value of play seems inherent to the understandings of early childhood, but teachers of young children in the elementary grades have rarely been studied as to their attitudes toward play (Wing, 1995). The research explored teacher perceptions of the role of play in learning and the implications for practice. The study involved 4 first-grade teachers from 2 diverse socioeconomic school settings. The phenomenological work followed a qualitative format of interview with an analysis of related documents.
Although the instructors held a common value for play in the development of young learners, they did not make corresponding provisions for such in their classrooms with the exception of one participant. Varying perceptions of the definition and place of play resulted in differing levels of willingness to include child-initiated play that were spawned within the educational contexts. These perceptions led to the inductively realized outcome variables of instructional goals, student products, and classroom climate. Dewey's (1916) view of work and play, Bredekamp and Rosegrant's (1995) Continuum of Teacher Behaviors, and Ajzen and Fishbein's (1980) theory of reasoned action provided frameworks for deductively understanding the teachers' instructional decisions.

Teachers in many cases indicated that supervision was perfunctory and evaluative. The researchers concluded that the highly centralized system of schooling that mandated prescribed curricula, added responsibilities for supervisors, and instituted narrow definitions of accountability aimed to, above all else, hold principals (and thus teachers) accountable for increases in student achievement transformed instructional supervision into a monitoring function, at its best. Principal leadership is essential as is the establishment of a culture of teacher empowerment and collaboration. The paper concludes with some questions for continued study into the connection between supervision and student achievement.
Differences in the understandings of girls and boys about gender behaviours and roles do not occur all at once, but begin very early in life and develop over time (Marshall & Reinhartz, 1997). When an infant is born we hear “it’s a boy” or “it’s a girl.” This is the most influential statement about one’s development as a human being. The interest in an infant's sex reflects the fact that gender is one of the main ways to determine where an individual belongs in the culture (Beal, 1994). Children learn to be boys and girls during development.

Different behaviours are expected of them when boys and girls are growing up. Focusing on the socialization process does not exclude the possibility that differences in male and female behaviour might also reflect biology (Beal, 1994). Children are born with a complex biological heritage that may well be expressed somewhat differently for the two sexes, but they always develop within a social environment. Thus we can never know precisely how much biology determines our behaviour, since it never works independently of a social developmental context (Beal, 1994).

In our society gender roles play a large part in how we as individuals come to identify ourselves and how society judges us (Streitmatter, 1994). Ideas about what boys and girls should do seem to be learned quickly at particular times, often during transitional points in development when new abilities first emerge.
The amount, timing, and intensity of socialization processes are not necessarily the same for the sexes. According to Beal (1994), boys, as a group, tend to receive earlier and more intense socialization than girls. Many female role models are available because many children are cared for by their mothers or other female caregivers. Mothers, fathers, peers, and teachers all expect similar sort of behaviour from girls, giving them a constant message. Also, girls are able to cross gender role boundaries with relative freedom.

The socialization of boys into the male role tends to begin early, and the social costs of deviating from the expected roles are higher for boys, as a group, in terms of peer rejection and parental disapproval. Boys also tend to face a more difficult developmental task in learning the masculine gender role, because male role models are less accessible to young children (Beal, 1994).

New parents are faced with a dilemma: On the one hand, the baby’s gender is its most important social characteristic, but on the other hand, male and female babies are so similar that their sex cannot be easily distinguished (Beal, 1994). Gender distinctions are made even with the first step of naming the baby. First names are highly sex-typed. Girls as a group tend to have a wider selection of first names and they are more likely to be named for television characters or to be given unusual names. Parents are usually careful to dress the baby so that its gender is distinguishable to others.
For many children, other children are an important source of information about gender roles. During the toddler and preschool period children’s play is that boys like to play with other boys, while girls generally prefer other girls (Beal, 1994). According to Hartup (1983) (as cited in Beal, 1994), gender is one of the most salient characteristics in children’s decisions about a potential playmate. According to Beal (1994), children’s preference for their own sex does not seem to be due to adult influence. If a parent or teacher is present, boys and girls, as groups, are often quite willing to play or work with one another.

Beal (1994) noted that avoidance of the other sex becomes quite pointed in the elementary school years. Children become less sympathetic to the other sex and less willing to help them in the classroom, and they often invent rules that prohibit contact with the other sex during this stage. When contact between the two groups does occur, it is often tinged with romantic or sexual overtones. By acting as though contact with the other sex is forbidden and dangerous, children emphasize that there are clear boundaries between the two groups. The excitement connected with the crossing into the forbidden territory also suggests that children are highly aware of the other sex.
According to Beal (1994), boys, as a group, tend to have larger friendship networks than girls do, meaning boys tend to play in groups rather than pairs. There will generally be an acknowledged leader, several of his close friends, and several peripheral members who are associated with the group through connections with one or two of the central group members, otherwise known as a dominance hierarchy. Because boys need to establish and maintain status within their peer group, their style of interaction tends to be “restrictive,” meaning that their behaviour shortens or interrupts a play episode rather than prolonging it. As a result, pairs of boys tend not to play together.

According to Eder & Hamilton (1978) (as cited in Beal, 1994, p. 123), girls tend to play with one or two “best friends,” and tend to try to maintain a relationship in which both parties have equal status (Beal, 1994). Because girls as a group tend to not want status differences between friends, they try to avoid conflicts that create a clear winner or loser. When overt conflict does occur, girls tend to try to defuse the problem by suggesting a compromise, changing the topic, giving in, or trying to clarify what the other child wants, rather than standing their ground and forcing the issue.
Campbell and Sander (1993, 1994) (as cited in AAUW, 1998) conducted a national survey of teacher educators asking about the teaching of gender equity in their methods course and found that while 72 percent of professors reported teaching gender equity in their methods courses, and another 15 percent said they would like to do so.

The largest amount of time spent on gender equity was two hours per semester. Two-thirds (68%) spent two hours or less per semester, and a third spent one hour or less. Coverage centered on stereotypes, followed by teacher/student interaction patterns favoring boys, the under representation of girls in mathematics, science, and technology courses and activities, and the under representation of women in mathematics, science, and technological careers. Of those professors who spent time on gender equity, more than half (55 percent) reported being satisfied with the one or two hours they were including (AAUW, 1998).

(ii) STUDIES IN INDIA

A-TEACHER BEHAVIOUR

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 in-terchange of classroom events than introvert teachers (Goel, 1978). Structuring the lecture had a significant positive relationship with
personality components like restraint, ascendance, emotional stability, objectivity, thoughtfulness and personal relations.

**Pangotra (1972)** reported that student-teachers who received feedback through the Flanders Interaction Category System made significant gain in the predicted direction in their use of the specific teacher verbal behaviour. Sharma and **Passi (1976)** observed that peer feedback, oral discussion and written feedback treatments did not produce differential effect on the teaching skill of gestures.

**Shashikala and Thirtha (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. 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 Cooperative Study of Secondary School Standards, Washington for measuring teaching efficiency.

**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.

**Bhagoliwal (1982)** found that more effective teachers were characterized 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 affection 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 ego organization. They had a narrow gap between their level of aspiration and imaginable and inner resources.
Yadav (1983) not only studied the effect of training in classroom questioning behaviour on teaching competence of student teachers but also studied its effect on pupil achievement.

Jain, R (1983) conducted a study on classroom behaviour analysis and his objectives were (i) to compare nonverbal interaction patterns of language, social studies and science teachers, and (ii) to compare nonverbal interaction patterns of male and female teachers. The hypotheses were: (1) there is significant difference in verbal and nonverbal interaction patterns of language, social studies, and science teachers. (2) The male teachers differ significantly from female teachers in using verbal and nonverbal interaction patterns. (3) The amount of direct verbal behaviour has a significant relationship with the amount of restricting nonverbal behaviour. (4) The amount of indirect verbal behaviour has a significant relationship with the amount of encouraging nonverbal behaviour.

The sample comprised 299 student-teachers. The cluster random technique was employed to select the sample. The sample belonged to six training colleges of Rajasthan University. The age of subjects ranged from 18 to 37 years. The observation instrument was the French-Galloway adaptation of the Flander's System for Interaction Analysis called Indirect-Direct Encouraging-
Restricting (IDER) which considered both combined verbal and nonverbal as well as the nonverbal dimensions of classroom interaction.

The IDER system consisted of 20 types of nonverbal behaviour which were classified in two categories, namely, encouraging and restricting. The encouraging category comprised: acceptance, congruent, implement, personal, responsive, involve, firm, receptive and comfort. On the other hand the restricting category consisted of: indifferent, incongruent, perfunctory, impersonal, unresponsive, dismiss, harsh, inattentive and distress. The data were analyzed by using chi-square test, t-test, and by computing percentages and correlation.

The main findings were male language teachers had a greater tendency towards responsive lecturing, unresponsive lecturing, attentive pupil initiation, impersonal asking questions, inattentive- student talk response, inattentive- student talk initiating, and distressful silence. Female language teachers seemed to have greater behaviours than male language teachers.

Singh (1985) found six factors common to the teaching behaviour of bath male and female teachers: skill of questioning, blackboard writing, explanation, reinforcement, introducing a lesson and summarizing the lesson and skill of illustrating with example was found to be specific to the teaching behaviour of male teachers, Skill of using teaching aids, and skill of questioning to develop critical awareness were specific to female teachers,
Dubey, B.B (1987) the relationship between Pupil Characteristics and Classroom Behaviour of Teacher and the aims of the study were as follows; (i) To present a detailed process of interaction analysis and its application in the mathematics class of high school; (ii) To interpret the pupil characteristics and the classroom behaviour of the teacher which were inherent in them; (iii) To alert the prospective teacher to the importance of understanding the adjustment problems of pupils and teachers, to help him again insight concerning the nature of teaching and learning competence in the evaluation of classroom instruction, and (iv) To inculcate among teacher – trainees appreciation of responsibilities inherent in the role of teacher.

The single group design was used in the study. In all, 1,000 students of class x studying elementary mathematics from different colleges of Jaunpur and 100 teachers teaching the students were selected for the study. The findings of the study were; (i) The classroom verbal behaviour of the teacher had positive relation with the pupil characteristics; (ii) The teacher classroom verbal behaviour and the interest of the pupil had positive relation except in aesthetic, social and clerical interest factors; (iii) The class room verbal behaviour of teacher had no positive relation with the attitude of pupils; and (iv) The class room verbal behaviour of teachers had positive relation with the achievement of pupils.
Garg, D.P (1988) analyzed the “Teaching Attitude and Teaching Behaviour of Highly satisfied and Dissatisfied Teachers of Secondary level”, in Rohalhand University, Barielly, India and his objectives were; (i) To observe the teaching behaviour of highly satisfied and has dissatisfied teachers; (ii) To assess whether the highly satisfied and dissatisfied groups of teachers differed significantly with respect to their teaching attitude; (iii) To test whether the highly satisfied and the dissatisfied groups of teachers of both the sexes differed significantly with respect to their teaching behaviour and (iv) To identify the causes of dissatisfaction.

His sample of 400 teachers was selected from Bodaun district for 19 secondary schools. The sample was drawn with the help of the mullet-stage random-sampling technique. Data were collected with the help of standardised tests (Minnesota Teacher Attitude Inventory, Job-Satisfaction Questionnaire and Flanders Interaction Analysis Category System) and an Interview Scheduled developed by the researcher. Mean S.D., ‘t’ test, chi-square test and partial correlation were used to analyse the obtained data.
He concluded the following results. (i) The level of job-satisfaction and the attitude of secondary teachers were found not to be correlated with the salary of the teachers; (ii) Teachers’ attitude, job satisfaction-and teaching behaviour, all these were significantly related with the sex of the subject; (iii) Female teachers had reported a more favourable attitude, a higher level of job-satisfaction and better teaching behaviour than their male counterparts; (iv) Both the teaching attitude and job satisfaction of teachers were identified independently of their teaching experience; and (v) A positive and highly significant relationship was obtained between teachers’ attitude and level of job satisfaction.

Khajuria, D.P (1992) studied the typical patterns of Classroom Verbal Behaviour Exhibited by Successful Teachers of Language and Science in Jammu University, India and his objectives were; (i) To identify successful teachers, and (ii) To find out their typical patterns of verbal behaviour. The tools used were the mark sheets of the students, headmasters’ rating of teachers’ success, and pupils’ rating of teacher’s success. Initially, 250 secondary school teachers teaching, language and science were randomly selected. At the Final stage, 72 teachers were selected for the study of their verbal patterns.
The Findings of the study were; (i) The science teachers exhibited patterns of asking questions, giving directions, soliciting initiated pupils’ talk, sustained teacher initiated pupil talk, flexibility and teacher talk according to level of expectations; (ii) For the language teachers the patterns of higher proportion of student talk, the flexibility, content grasp and total teacher talk were found to be of normative expectations; and (iii) Science teachers resorted more to asking questions and lecturing than the language teachers.

Malhotra, S.P (2003) studied the teacher classroom behaviour in relation to presage variables of Teacher Attitude and Adjustment, and Product Variables of Students Liking and Perceived Behaviour by Peers, Principals and Self in M.S University of Baroda, India.

The Objectives were as follows; (i) To find out the relationship between demographic (age, sex and qualifications) and professional (teaching experience, professional status, and the subject taught) variables, and the indirect-direct teacher classroom behaviour; (ii) To determine the relationship between teacher attitudes and adjustment, and indirect-direct teacher classroom behaviour; (iii) To find out the relationship between indirect-direct teacher behaviour and students’ liking about their teachers; (iv) To find out the relationship between indirect-direct teacher behaviour and the perception of teacher behaviour by Peers, Principals,
and self; and (v) To study the factorial structure of the test-space of presage-process product variables through multivariate approach.

The findings of the study were as follows. (i) There was negative relationship between the age of the teachers and indirect-direct teacher classroom behaviour; (ii) The male and female teachers did not differ in indirect-direct teacher Classroom behaviour; (iii) The teachers with bachelor’s degree were more indirect in their classroom behaviour than teachers with master’s degree; (iv) Teachers with low teaching experience were more indirect in their classroom behaviour than teachers with high teaching experience; (v) Science Teachers were more indirect in their classroom behaviour than arts teachers; (vi) Teachers with positive attitudes were more indirect in their classroom behaviour than teachers with negative attitudes.

Mathew George (2004) studied the Classroom Behaviour of Teachers and its Relationship with their Creativity and Self Concept in M.S University of Baroda, India. The objectives of the study were: (i) To find out the nature and extent of relationship, if any, between creative teacher personality and teacher behaviour; and To find out the nature and extent of relationship, if any, between creative teaching process and teacher behaviour; (ii) To find out the nature and extent of relationship, if any, between self concept of teachers and teacher behaviour; and (iii) To find out whether or not the demographic variables, namely
age, sex, martial status, residential location, and district and qualifications of teachers influence their classroom behaviour.

The findings of the study were; (i) There was no significant relationship between creative teacher personality and indirect/direct behaviour of teachers; (ii) There was positive correlation between creative teacher personality and teacher talk’ and negative correlation between creative teacher personality and other dimensions of teacher behaviour; (iii) There was no relationship between creative teaching process and indirect/direct behaviour of teachers; (iv) There was negative relationship between creative teaching process and divergent question ratio, whereas there was no relationship between creative teaching process and the remaining dimensions of teacher behaviour considered in the study; (v) There was no relationship between the self-concept of teachers and their indirect/direct behaviour; (vi) There was negative relationship between the self-concept of teachers and ‘Vicious Circle’; and (vii) There was negative relationship between chronological age of teachers and their indirect/direct behaviour.

**Pavanasm, R (2004)** studied the teacher behaviour and classroom dynamics in Manonmanim sundaranar University, Thirunelveli, India and the major objectives of the study were; (i) To change the teacher verbal behaviour through proper training programme; (ii) To study the effects of sustained changed behaviour and their effects on student performance; and (iii) To study the effects
of changed teacher behaviour on variables such as achievement motivation, value orientation, dependency, classroom trust, initiative, adjustment and academic achievement as related to pupils. The tools used in this study were; (i) The Pareek and Rao’s Pre-Adjustment Scale; (ii) The pre-Adolescent Classroom Trust Schedule; (iii) The Pre-Adolescent Dependency Scale (Forms A and B); (iv) The Pre-Adolescent Initiative Questionnaire; (v) The Achievement Motivation Inventory; (vi) The Value Orientation, Inventory and (vii) Achievement tests in English, Science and Social studies.

The Findings of the study were; (i) The experimental group teachers talked less, were more responsive to pupils, encouraged more pupil participation and had more pupil initiative than the control group; (ii) The interaction patterns acquired during training were sustained for more than twenty weeks after the training was completed and (iii) The students who were taught by the teachers trained in using indirect behaviour scored high in all tests as compared with their counterparts working under teachers not given any training in this technique (Using indirect behaviour)

**B- TEACHING SKILLS**

*Singh (1970)* found that forecasting efficiency in theory papers was much more accurate when the prediction was done on the basis of a combination of intellectual and non-intellectual factors than when the prediction was done by taking these factors separately. The predictors for performance in teaching skill
were measures of ascendance, extroversion, intelligence and early academic achievement, Sex, caste, locality of the schools, and religion were next found to affect teaching ability whereas private school teachers were found to have better teaching ability than government school teachers (Nair, 1974).

**Mehta (1972)** factor analysed teaching ability of student teachers and found teaching ability to be a factor which was loaded with achievement variables of training. High achievers were found to be more conscientious, venturesome, tender- minded and experimenting, whereas low achievers were more outgoing and imaginative.

**Patel (1976)** reported that integration of the component skills in the context of microteaching took place vicariously. The summative model as well as the additive model of integrating teaching skills was found to be effective in improving the integration competency of student-teachers (Sharma and Bhattacharjee, 1980, 1982). Training in integration of skills in simulated conditions did not improve teaching competency of student teachers (Lalitha, 1981).

**Gupta (1979)** reported that blackboard work, correcting oral mistakes, explaining difficult points, general knowledge, handwriting, knowledge of the subject, maintaining discipline, power of oral expression, revision of main points, skill in questioning and the use of material aids were found to be helpful in teaching.
Mukhopadhyay (1981) compared the effectiveness of microteaching and the modular approach in developing teaching. Competencies among polytechnic teachers. Both these approaches were found to be equally effective in developing teaching competency.

Chathley (1984) compared bi-clustered, tetra clustered and hexa-clustered strategies of integration of skills in terms of general teaching competence. Among the trainees in physical sciences, the tetra-clustered and hexa-clustered strategies were more effective, while among the trainees in languages, the three integration strategies were equally effective in improving their general teaching competence. Among the social science trainees, the tetra-clustered strategy was more effective than the bi-clustered and hexa-clustered strategies in improving general teaching competence.

Sheth (1984) evolved a strategy of developing teaching skills in secondary school teachers. The strategy was in the form of a self-instructional multimedia package synchronized with microteaching technique for developing the teaching skills and it was found to be effective in developing teaching skills. The four-year integrated bachelor of education (B.Ed) course was found to be effective in comparison to the traditional one year BEd course, in terms of teaching competence and role performance (Singh, 1985).
It is thus evident that microteaching technique stands out as an effective technique of training for improving teaching competence of teachers teaching at the school stage. This technique is yet to be tried out with teachers teaching at institutions of higher learning. An attempt was made to find the best source of providing feedback to teachers during microteaching training, but generalizations are difficult to formulate. Training in integrating the skills was attempted by a large number of researchers. There is need to carry out similar studies at different stages of education, ranging across different subjects. Research work needs to be done for giving new inputs to teaching and training institutions in India.

Choudhari, K (1985) studied the teaching competencies of teachers teaching English at the secondary school level. His objectives of the study were (i) to identify the competencies required of a teacher teaching English at the secondary school level, (ii) to explore how the competencies identified varied with demographic variables of teachers, viz., sex, age and educational qualifications, (iii) to determine the relationship of the competencies identified with the presage variables of teacher's intelligence, her attitude towards teaching, her interest in teaching, (iv) to determine the relationship of the competencies identified with the product variables of pupil achievement in English and pupil liking for the teacher, and (v) to investigate how the competencies identified varied with contextual variable of rural/urban teachers.
This was a correlation survey study. It had two phases: a factorial phase and a correlation phase. The sample consisted of teachers teaching English drawn by the stratified random sampling method. Data were collected with respect to 178 teachers from Pune and Indore district. Teachers were administered Raven's Standard Progressive Matrices, the Teacher Attitude Scale, the Interest Inventory and the Self-perception Scale. Teachers were observed twice in the classroom with the help of a tool constructed by the researcher. A random sample of 20 students of each teacher was observed.

The major findings of the study were: 1. the pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other. 2. The competency 'Structuring Questions' accounted for 32 per cent variance and correlated significantly with both the product variables. 3. All the competencies correlated positively with the product variables. 4. The contextual variable of location of school had an effect on half the number of competencies.

Chauhan. D.R et al (2008) studied micro research study in Shimla, as a part of SSA study. A well structured questionnaire-cum-schedule, is designed to assess the teachers’ perception applied to collect the data from the respondents (teachers). The objective was to study the perception of trainees about the teachers’ training programmes. It is undoubtedly true that the training-cum-orientation of in-service teachers constitute the cornerstone of the entire
education system. The teachers need the proper platform where they could get latest information mainly about the latest teaching techniques and strategies. The modern methods and approaches to interact with the students effectively being devised by various scholars of modern time should be brought down to the level of the teachers associated with elementary education. The quality of any research is judged on the basis of its utility and healthy suggestions for the futuristic vision. Keeping this factor in mind, here are some findings drawn out on the bases of field survey and data analysis made in the study.

C- TEACHER FEED BACK, PROFESSIONAL INVOLVEMENT ETC.

Sharma (1977) reported that discussion was the most effective technique of providing feedback by the peer supervisors for the attainment of the skill of body movement. Similarly, written feedback was effective in the case of the skill of shifting sensory channels. Feedback by supervisors brought better results than feedback by peer supervisors (Kanwal 1979). Flanders Interaction Analysis Category System (FIACS), Analysis of Classroom Transactions (ACTS), and feedback through video tape (VT) as sources of feedback were equally effective in improving skill of questioning and skill of dealing with students' answers in case of technical teachers (Rajamony, 1981).
Pillai (1979) reported that, in general, urban teachers used more verbal feedback, both positive and negative, than the teachers of rural and semi-urban areas. Urban schools teachers had higher affective interaction than rural schoolteachers and the teachers of privately managed schools exhibited more positive behaviour than the teachers from schools managed by local authorities. While studying the factors helpful in class teaching,

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.

Hans, R (1986), studied the relationships among the teaching style and their effectiveness. His objectives of the study were (i) to compare teachers in respect of their personality attributes having direct and indirect teaching influence styles, (ii) to compare the effects of two teaching styles on learning gains in classroom situations, (iii) to compare the perception of the students in respect of teaching styles.
The present causal comparative-cum-experimental study was conducted in Bijnor 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. Standardized 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: (i) The indirect teaching style teachers in general were characterized by higher scholastic mental capacity, higher ego strength, less dominance, weaker super ego, alaxia, autia, shrewdness, radicalism, group adherence and a high self-concept; (ii). The indirect teaching style teachers were characterized by lower mental scholastic ability, lower ego strength, dominance, strong super ego, pretension, alertness, conservatism, self-sufficiency and low integration; and (iii) The teachers with a normal teaching style had been found to have an average position in respect to the 11 personality traits.
Rekha (2005) studied and focused on the relationship between teacher-student interpersonal behaviour and students' attitudes toward science. To investigate this relationship, student perception data have been gathered with 1021 secondary science students, located in 31 classes in Kashmir, India. Teacher interpersonal behaviour was conceptualized in terms of two behavioural dimensions, Influence (the degree of teacher control in communication with students) and Proximity (the degree of cooperativeness between teacher and students), and measured with the questionnaire on teacher interaction (QTI). Multilevel variance analyses were conducted on students' attitude scores, and the effect of the interpersonal variables was corrected for the effects of student, class, and teacher background variables, as well as for other elements in the learning environment. Results indicated that both teacher Influence and Proximity were positively associated with students' attitudes and that their effect remained statistically significant after correction for other covariates and learning environment variables.

Hadi Mohammad Pour (2008) presents the perception of secondary school teachers in Mysore city (India) regarding Total Quality Management (TQM) in education. It is an attempt to understand how these perceptions vary by demographic variable such as, gender & subject specialization (Arts and Sciences). Data were collected from 156 high school teachers in Mysore (India)
on the Bonstingle’s conceptualization of Demming’s 14 points Total Quality Management (TQM) in Education (1992) and were analyzed using SPSS version 14.0. He concluded that, there is significant difference between male and female teachers in the perception about TQM in education. There is no significant difference between Arts and Science secondary school teachers in the perception about TQM in education. More than 50% secondary school teachers exhibited Average level of perception about TQM in education. Female teachers in secondary schools had better perception about Total Quality Management (TQM) in education than male teachers. Arts and Science teachers in secondary school do not differ in the perception about TQM in education. To conclude, organizations such as schools, colleges and universities should have individuals who are committed to their organization, profession and well-being of their students.

Yilmaz, Ali, (2009) described that the self-efficacy is one of the important concepts of the social cognitive theory, and can be defined as individual's perception of his or her own capabilities for organizing and successfully executing the courses of action required to attain designated types of performance. Teachers with high self-efficacy perception can contribute to creation of a more efficient education and teaching life compared to those with low level of self-efficacy perception. Based on this fact, the aim of this study is to determine the self-efficacy perceptions of the prospective social studies teachers.
in relation to history teaching. To this end, self-efficacy perceptions of the prospective social studies teachers in terms of history knowledge, selection and application of strategy, method and technique, material design and use, in-class communication and classroom management, effective measurement and evaluation applications in relation to history teaching. The mixed approach within the scope of survey method was used in the study.

Self-efficacy determination questionnaire form developed by the researchers was used in collection of data. The questionnaire form consisted of two sections and the first section was of Likert-type consisting of 26 questions, and the second was composed of 5 open-ended questions. The population of the study consisted of students studying at the Faculties of Education providing social studies education in India, and the sample consisted of senior students selected randomly from among the population at the social studies teaching departments of six universities. The SPSS 15.0 software package was used in analysis of the first section of the questionnaire used as data-collection tool, and the descriptive analysis technique for the analysis of the second section. According to the results of the study, it can be stated that the prospective social studies teachers' self-efficacy perceptions in relation to history teaching are high.
2.8 AN OVERVIEW OF RESEARCH REVIEWED

The investigator has reviewed 19 studies conducted abroad and 31 studies carried out in India. A close review of the studies conducted earlier shows that eight studies have been completed at the international level focusing attention on teacher behavior, six studies on teaching skills and five studies on teacher attitude and professional value. Of the 31 studies reviewed at the national level in 15 studies attempts have been made to study teacher behavior in 9 studies on teaching behavior, and in 7 studies on teacher feedback and interpersonal relationship.

Teacher perception as a criterion variable was studied by Sharma (1971), Grewal (1976), Gupta (1976), Subbarayan) and Tharyani (1986). Teaching aptitude, academic grades, socioeconomic 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 perception 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, 1986). All these studies were conducted at the school stage, except Subbarayan (1985),
who conducted a study at institutions at the higher stage. Teacher perception as rated by colleagues and by self is significantly correlated with teachers' ability to do research and publication.

Teaching perception as a criterion variable was studied by Singh (1976), Bhagoliwal (1982), Wali (1985) and Padmanabhaiah (1986). Singh (1976) reported that most prominent needs of superior teachers were nurturance, achievement, counteraction and aggression. Their organizational 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.

Of the studies reviewed in this research, 25 per cent are related to the influence of training on teacher behaviour of student-teachers as well as of teachers. These studies employed different experimental methods for studying modification of teacher behaviour, including teaching skills, teaching competencies, and teaching styles. The micro-teaching technique, training in the Flander Interaction Analysis Category System (FIACS) and feedback strategies were used to modify teacher behaviour Roy (1970), Pangotra (1972), Sharma and Passi (1976), Sharma (1977), Kanwal (1979), Rajamony (1981), Mishra (1983) and Misra (1985) studied the effect of different types of feedback upon classroom behaviour of student-teachers as well as teachers. Four feedback
strategies, Flander's Interaction Category System, Teachers’ Self-Rating, Teachers' Peer Rating, and Pupils' Observations of the Learning Atmosphere were successful in bringing about a 60 per cent improvement in teachers' behaviour (Roy 1970).

The in-service teachers, after training in the formulation and usage of behavioral objectives, exerted an indirect influence on students, rewarded students' responses by praise and encouragement, attended to students' ideas and integrated them into classroom discussion by asking more and more questions (Massey, 1981). The classroom behaviour of student-teachers in desirable directions could be modified through simulated social-skill training (Singh, 1979).

Researches on microteaching started in the latter part of seventies, Passi and Shah (1973), Singh (1974), Bhattacharya (1975), Das, Passi and Singh (1976), Joshi (1977), Lalithamma (1977), Passi (1977), and Patel (1978), compared the effectiveness of microteaching technique vis-a-vis the conventional student teaching practices and interaction analysis in terms of development of teaching competency. Microteaching technique was found to be effective in developing teaching competency. Singh (1974) observed that student-teachers trained through microteaching changed their verbal behaviour in the classroom. Patel (1978) and the GCPI (1977) found that microteaching, under simulated
conditions and in real class-room conditions, produced the same effect in respect of general teaching competencies.

Ray (1978), Jangira and Mattoo (1980), and Jangira, Singh and Mattoo (1981) revealed that teachers showed a significant gain on general teaching competence due to the training in teaching skill using microteaching. The effect of microteaching in developing general teaching competency and certain teachers’ factors was studied by George and Joseph (1978) George and Anand (1980), Bhattacharjee (1981) and Singh (1984). All these studies reported that microteaching proved effective in improving the teaching competence of student-teachers. Vaze (1976) while studying the effects of modelling and microteaching on the acquisition of certain skills in questioning among student-teachers found that microteaching was the best treatment for acquiring skill in asking probing questions. The symbolic modelling treatment did not differ significantly from audio modelling treatment.

Patel (1976); Sharma and Bhattacharjee (1980); Lalitha (1981); Das, Passi, and Jangira (1982); Sharma and Bhattacharjee (1982); Bawa (1984); Bhatia (1984); Dave (1987); and Ekbote (1987); studied the effectiveness of different strategies of integration of teaching skills as intervention training for facilitating transfer of microteaching gains.
No wonder, then, that a majority of earlier studies in the area of teacher perception have linked teacher behaviour with outgoing, extraverted tendencies, confidence (Soloman, 1965; Srivastava and Bhargava, 1984); emotional stability, emotional maturity, calmness, low anxiety, warm and empathetic personality, sensitivity and warmth (Gage, 1965); problem-solving ability (Gage, 1965; Matteson, 1974); less inhibition, control, less impulsive personality, sense of humour and flexibility. Further, those teachers have also been found to be effective who are not dominated by a narcissist self and a neurotic need for power and authority (Bhatia, 1977; Hamachek, 1969; Mohan, 1995).

The studies reviewed both Indian and International clearly bring out the fact that attention has been paid so far on the Instructional Behaviour, Personality Styles, and Classroom verbal Behaviour and Teaching Behaviour of Teachers. It seems, less attempts have been made to study perception of teacher behavior with different dimensions on a large sample. This area seems to be important as students’ perception of their teachers would definitely help the teachers improve their classroom behaviours resulting in effective classroom teaching. At the same time if the students seem to have failed to perceive their teacher behaviour properly, steps could be taken to make them perceive their teachers’ behaviour correctly.