CHAPTER - III

REVIEW OF THE RELATED LITERATURE
Most research work involves substantial use of published literature; indeed, the ability to ferret out obscure facts is often seen as the primary activity of the researcher and the regulations for research degrees always contain a requirement that the candidate should demonstrate the ability to make proper critical use of relevant literature. For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice.

"The survey of related studies implies locating, studying and evaluating reports of relevant researches."

The researcher draws maximum benefit from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedures of previous researches, matches his conclusions information’s to the existing store of knowledge. Equally assessing the novelty of promising ideas will normally involve the researcher checking the literature to ensure that his proposed topic has not been tackled before and to define an area of study that he can consider his own.

![Fig. 3.1 Importance of Review of Related Literature](image-url)
The researcher has followed the following steps in literature searching, which are shown in fig. 3.2 in the form of a flow chart.

**Fig. 3.2 Major Features of Literature Searching followed by the Researcher**
In present research work entitled ‘A study of development of teaching competency of the language pupil-teachers through micro-teaching approach, researcher has presented an exhaustive survey of researches with regard to the variables under study viz; teaching competency and Micro-teaching.

The chapter in hand endeavors to review studies conducted by earlier researcher to give insight into the concept of teaching competency and micro teaching, have also helped in identifying the factors influencing it. The present chapter has been organized under the following heads:

➢ Research Studies related to Teaching Competency
➢ Research Studies related to Micro-teaching
➢ The Epilogue

3.1 RESEARCH STUDIES RELATED TO TEACHING COMPETENCY / TEACHING EFFICIENCY / TEACHING EFFECTIVENESS

The various research studies conducted in relation to teaching competency are as follows:

➢ Choudhary (1985) conducted a Factorial Study of the Teaching Competencies of Teachers Teaching English at the Secondary School Level. The 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, their attitude towards teaching, their 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.

The sample consisted of teachers teaching English drawn by the stratified random sampling method. 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 observed was administered the Pupil Liking Scale. Students' final examination marks were taken as the indicator of pupil achievement. The major findings of the study were:

(i) The pedagogical domain of teaching competency in English consisted 12 competencies which were independent of each other.

(ii) The competency 'Structuring Questions' accounted for 32 per cent variance and correlated significantly with both the product variables.

(iii) All the competencies correlated positively with the product variables.

(iv) The contextual variable of location of school had an effect on half the number of competencies.

(v) the demographic variables of teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies.

(vi) Teachers' intelligence and attitude were found to associated with some of the competencies
Laverne (1985) conducted a study of Some of the Personality Components of Creative Student Teachers in relation to their Competence towards Teaching. The study was designed to compare high, medium and low creative student-teachers on three dimensions of creativity and total creativity in terms of certain personality components, sex, teaching competence and achievement levels.

The sample consisted of 210 B.Ed, students randomly selected from four educational institutions in Lucknow. Data regarding creativity were collected with the help of the Torrence Tests of Creative Thinking. For assessment of personality characteristics the Multivariate Personality Inventory were administered to the student-teachers. A Teacher Effectiveness Scale was administered to get an idea about their effectiveness as teachers and division scored by them in practice teaching was taken as the criterion of their performance as teachers.

The main findings of the study were: (1) The F-ratios for the main effects of fluency was significant for dominance, reserved vs outgoing, humble vs assertive and tough minded vs tender minded. (2) The F-ratios for the main effects of flexibility were significant for ego ideal, dominance, sober vs happy-go-lucky and group-dependent vs self-sufficient. (3) The F-ratios for the effect of originality were significant for self-confidence, humble vs assertive and sober vs happy-go-lucky. (4) The F-ratios for interaction of sex and total creativity was significant for neuroticism, self-confidence and reserved vs outgoing. (5) Personality factors distinguishing the low total creativity group from the medium total creativity group were self-confidence, tough mindedness vs tender mindedness and sober vs happy-go-lucky. Personality factors distinguished the low creativity group from the high total creativity group were self-confidence, sober vs happy-go-lucky and tough minded vs tender minded.
> Hans (1986) studied the Relationship among Teaching Style, Learning Gains and Teaching Effectiveness. The 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 students in respect of teaching styles.

The present casual 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 analyzed using t-test and ANOVA. The major findings of the study were: (1) The indirect teaching style teachers in general were characterized by higher scholastic mental capacity and higher ego strength, than their counterparts. (2) Students taught through indirect teaching influence style were having greater learning gains than those taught through direct teaching influence style. (3) There was significant difference between the perception of students taught through indirect and direct influence styles.

> Dave (1987) studied the relative effectiveness of micro teaching having summative model of integration versus mini teaching model in terms of general teaching competence, teacher attitude towards teaching, pupil liking and pupil achievement. The objectives of the study were: (1) To compare the effectiveness of the summative model of integration (SMI), mini teaching model of integration (MMI) and traditional model of integration (TMI) in terms of general teaching competence (GTC), (2)
To compare the effectiveness of the summative model of integration, mini teaching model of integration and traditional model of integration in terms of attitude of teachers towards teaching (TATT), (3) To compare the effectiveness of the summative model of integration, mini teaching model of integration and traditional model of integration in terms of pupil achievement, and (4) to compare the effectiveness of the summative model of integration, mini teaching model of integration and traditional model of integration in terms of pupil liking.

The sample comprised 210 student-teachers selected randomly. 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 findings showed that: (1) The MMI was found superior to the SMI and TMI in terms of development of general teaching competence in student teachers. (2) 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 1). (3) 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). (4) There was a significant effect of treatment MMI in comparison with SMI and TMI treatments on achievement of pupils. (5) Pupils' liking of their teachers was not affected by variation of treatment of teacher preparation. Instead of the present training treatment given to teachers, some other personality factors might be influencing pupils' liking of their teachers.

Singh (1987) carried a Study of Teachers' Effectiveness and its Correlates at Higher Secondary Stage in Eastern Uttar Pradesh. The major objectives of the study were (i) to compare teacher effectiveness of
male and female teachers of urban and rural areas, (ii) to compare their intelligence, socio-economic status, attitude towards teaching profession and adjustment, (iii) to find out the relationship between teacher effectiveness and the selected correlates, viz., intelligence, adjustment, attitude and SES and (iv) to determine the combined effect of the correlates on teacher effectiveness.

The major findings were; (1) No significant difference in the mean scores of male and female teachers in their effectiveness, adjustment, and intelligence was observed. (2) It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness. (3) The difference in the mean scores of urban male and female teachers was found to be non-significant on the SES Scale. (4) There was a non-significant difference in the mean scores of male and female teachers belonging to rural and urban areas in their attitude towards teaching. (5) The scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variables-intelligence and attitude towards the teaching profession. (6) A low relationship between intelligence and socio-economic status was observed. It was, however, not significant. (7) The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment.

➤ Bhasin, Chancla (1988) studied the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers. The study was conducted on 300 male and 300 female teachers from science and human science disciplines, drawn from government and non-government schools of urban and rural areas, taken by the random method. The tools administered were Teaching Aptitude Test of Prakash and Shrivastava and the Teacher Effectiveness Test of Kumar and Mutha to collect the data. It was found that teaching aptitude had a significant
positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation and no significant difference was found between rural and urban, government and non-government, and male and female teachers with regard to their aptitude and effectiveness.

The objectives of the study of Parakasham (1988) were (i) to compare the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation, (ii) to estimate the relationship of school organizational climates and teaching competency to teacher effectiveness under various types of school climates, and (iii) to study the relative effects of school organizational climates and teaching competency on teacher effectiveness.

The study was conducted on 800 secondary school teachers with 92 principals, selected by the random and quota sampling technique. The researcher used the School Organizational Climate Description Questionnaire of Motilal Sharma, the General Teaching Competency Scale of B.K. Passi and M.S. Lalitha, and the Teacher Effectiveness Scale of Pramod Kumar and D.N. Mutha. The major findings of the study were (1) The open school organizational climate positively affected both the teaching competency as well as teacher effectiveness. (2) Teachers of urban schools significantly excelled over teachers employed either in semi-urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness and, (3) There existed a significant relationship between teaching competency and teacher effectiveness.

Rajameenakshi (1988) conducted a study on Factors Affecting, Teaching Competency of B.Ed. Trainees in Teaching Physical Science.
The major objectives of the study were (i) to identify factors that affected the teaching competence of B.Ed, trainees, (ii) to assess the teaching competencies of B.Ed. students using appropriate tools and (iii) to make differential and correlational studies between teaching competence and various factors.

A survey was conducted on 610 students of colleges of education in Tamil Nadu. The data were obtained with the help of a questionnaire, self-evaluation scale and pupils' evaluation scale for measuring teaching competence of B.Ed, students. The major findings of the study were

1. It was found that training in the skill of demonstration and microteaching significantly increased teaching competence.

2. 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.

3. 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.

Shah, Beena (1991) predicted the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among the secondary-level teachers. 2000 secondary-level teachers of the Garhwal region were selected by the multi-stage random sampling technique. Only 936 were identified as effective and 971 as ineffective teachers. The major findings of the study were

1. Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value-pattern, self-concept, intelligence and organizational climate.
2. Teachers' satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness.

- **Singh Daljit (1991)** studied the relationship of teaching effectiveness with intelligence and creativity among male and female teachers. The study was conducted on 150 male and 150 female secondary school teachers of Punjab, selected through the multi-stage stratified random sampling technique. The instruments employed in the study included the Torrane Tests of Creative Thinking, the Group Test of Intelligence of R.K. Tandon, and the Teacher Effectiveness Scale of Pramod Kumar and D.N. Mutha. The major findings of the study were (1) Among the male and female, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence. (2) Creativity and intelligence taken jointly were considered better predictors of teaching effectiveness than taken separately.

- **Singh (1993)** studied the teacher's effectiveness in relation to their sex, area and adjustment. The findings of the study indicate that (1) there was a significant difference between male and female teachers in their adjustment in favour of male teachers; (2) the rural and urban teachers did not differ significantly on their adjustment; (3) the coefficient of correlation between teachers' effectiveness score and adjustment of the rural teachers was not significant; and (4) among the urban teachers, the coefficient of correlation between the teachers' effectiveness scores and adjustment was significant.
Pandya (1993) conducted "A study of teaching aptitude of secondary school teachers of Gujarat State in the context of some psycho-social variables". The major objectives of the study were: (i) to study teaching aptitude, psycho-social variables including sex, area, vocational aspirations, leadership, emotional stability, radicalism/ conservatism and socio-economic status, and (ii) to study interaction effects of psycho-social variables on teaching aptitude of teachers.

The findings of the study showed that: (1) The female trainees were found to obtain significantly higher scores than their counterparts; (2) there was no significant difference between the urban and rural trainees; (3) the gender groups, SES groups, vocational aspiration groups, leadership groups, personality groups of the two extreme polarities were found to differ significantly on their teaching aptitude.

Patil and Deshmukh (1993) studied the relationship between aptitude in teaching and teaching efficiency of pupil teachers. The findings revealed that: (1) the male and female pupil teachers differ significantly on their teaching aptitude in favour of the female pupil teachers; (2) the graduate and postgraduate pupil-teachers also differed significantly on teaching aptitude in favour of the post-graduate teachers; (3) the experienced and inexperienced pupil-teachers also differed significantly on their teaching aptitude in favour of the experienced pupil-teachers; (4) when pupil-teachers of science and arts groups were compared for their teaching aptitude it was found that they did not differ significantly; (5) with regard to teaching efficiency the male and female pupil teachers, the experienced and inexperienced pupil teachers and pupil teachers belonging to science and arts groups did not differ significantly while the graduate and post-graduate pupil teachers differed significantly; (6) it was found that the co-efficient of correlation between the scores of aptitude in teaching and teaching efficiency were positive and significant.
Naseema (1994) studied teaching competence of secondary school physical science teachers in relation to satisfaction of teaching physical science. Major findings of the study revealed that: (1) 30.92 percent of physical science teachers differed in perceived teaching competence which can be attributed to work (0.01), rewards (1.73), context of work (0.87), self (0.61), others (0.56) arid total satisfaction (27.15); (2) 26.89 percent of physical science teachers differed in observed teaching competence which can be attributed to work (0.86), rewards (0.002), context of work (1.5), self (2.32), others (1.91) and total satisfaction (20.3).

Saxena, Jyotsna (1995) examined relationship between teacher effectiveness, adjustment, job satisfaction and professional attitude. The study was conducted on 545 teachers of Garhwal region selected randomly. Teacher Effectiveness Scale & Job satisfaction Questionnaire by Kumar and Mutha, Teacher Adjustment Inventory by Mangal and Attitude Towards Teaching Profession Scale by Katti and Vannur were used for the collection of data. The major findings of the study were

1. Both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession.

2. Effective urban, government, female, older, more experienced, untrained and science teachers had relatively better adjustment compared to rural, private male, younger, less experienced, trained and arts teachers, respectively, while reverse was true in case of ineffective teachers.

3. Effective rural, younger and untrained teachers were relatively more satisfied with respect to their job in comparison to urban, older and trained teachers, respectively, while reverse holds good in respect of ineffective teachers.
The study of Biswas, Pares Chandra And De Tinku (1995) intended to probe effectiveness of secondary teachers in Tripura in relation to sex of teacher's location, management, types and organizational climate of schools. 345 teachers were selected through stratified random sampling. The tools used to collect data included the teacher effectiveness scale of Kumar and Mutha and school organizational climate Description questionnaire by Sharma. It was found that: (1) The female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective. (2) Girl’s school teachers had more teacher effectiveness than that of the co-educational.

Naseema and Ayishabi (1995) carried out a study to find out the efficacy of total satisfaction and areas of satisfaction as predictor of perceived teaching competence of physical science teachers in secondary schools of Kerala. The findings revealed that multiple correlation obtained from perceived teaching competence was significant and was capable of predicting perceived teaching competence from satisfaction (total) and areas of satisfaction such as work, rewards, context of work, self and others.

The objectives of the study of Rao, Ganeswara (1995) were (i) To study the relationship between teachers effectiveness, creativity and interpersonal relationships of teachers, and (ii) to study the differences between different categories of teachers in their teacher effectiveness, creativity and interpersonal relationships.

The teachers were chosen using simple random sampling method. The tools used include Sarma's Creative Dimensions Assessment Battery, Visakha Teachers Effectiveness Battery, and Inter-personal Relationship inventory. The major findings of the study were
1. No significant relation was found between teacher effectiveness and the income of years of service of the teachers.

2. Significant relations were found between teacher effectiveness, creativity and inter-personal relationships.

3. Significant differences were found between rural and urban teachers with reference to inter-personal relationships.

Desai and Shashikala (1996) conducted a study to examine the interactive effect of sources of feedback and student-teacher personality on student-teacher competence. The sample of the study comprised 53 male B.Ed, trainees of College of Education from Bijapur in Karnataka. Their age ranged from 21 to 26 years, who had no teaching experience and their medium of instruction was Kannada. The major findings revealed that: (1) there was no significant difference in the teaching competence of high neurotic and low neurotic student teachers; (2) neurotic student-teachers exposed to audio feedback condition differed in their teaching competence when compared to student-teachers exposed to supervisory feedback; (3) there was no interactive effect of student-teacher neurotic personality and sources of feedback on the acquisition of teaching competence; (4) there was no significant difference in the teaching competence of high neurotic and low neurotic student-teachers receiving audio feedback; (5) there was no significant difference in the teaching competence of high neurotic and low neurotic student-teachers receiving supervisor feedback; (6) high neurotic student-teachers receiving audio feedback did not differ significantly in their teaching competence when compared to high neurotic student-teachers receiving supervisory feedback; (7) low neurotic student teachers receiving audio feedback did not differ significantly in their teaching competence when compared to low neurotic student-teacher receiving supervisory feedback.
Singhal and Sharma (1996) examined the effect of training teachers in achieving subject specific competencies in the primary classes on their self-efficacy and competence. The major findings of the study revealed that: (1) trained primary school teachers had higher self-efficacy and competence as compared to the untrained teachers; (2) self-efficacy and competence were positively related to teachers' performance; (3) minimum operational conditions were required without which skill did not get converted into action

Vasanthi and Anandhi (1997) conducted a study of some factors affecting teacher effectiveness of B.Ed, student-teachers. The objectives of the study were: (i) to examine the role of intelligence, anxiety, self-concept, attitude towards teaching and achievement-motivation on teacher effectiveness of B.Ed, student-teachers; (ii) to examine and identify the factors favourable for high teacher effectiveness; and (iii) to compare the influence of these factors on teacher effectiveness of men and women teacher trainees. The major findings of the study were:

1. The factor of intelligence had high positive relation with teacher effectiveness among the B.Ed, students;
2. The factor of intelligence had been found to be 51%. The positive correlation indicated that higher the intelligence the better was the teacher effectiveness as perceived by the teacher educators;
3. Among the male student-teachers, the correlation matrix showed a significant correlation between teacher effectiveness, intelligence and achievement-motivation, 40% attributed by intelligence while achievement-motivation, self-concept, attitude towards teaching and anxiety contributed negligibly.
4. The correlation matrix of women B.Ed. student-teachers, intelligence, self-concept & attitude towards teaching were found to be significantly correlated in the positive direction with teacher effectiveness.
† Indira (1997) investigated the relationship between teacher effectiveness, work orientation and stress of college teachers. The sample of the study comprised 220 lecturers, working in degree and junior colleges. The tools used were demographic data sheet, PIYARSI scale, work orientation inventory by Indirasen and Uday's SCIT Scale. The collected data were treated with t-test, chi-square, F-ratio and stepwise regression analysis. It was concluded that:

1. The general level of teacher effectiveness prevailing among college teachers was far greater than the mid point of the scale.

2. There was significant difference between male and female lecturers in their teacher effectiveness.

3. There was significant difference in the teacher effectiveness and achievement orientation of two groups of lecturers i.e. below 35 yrs and above 35 yrs of age.

† Venkataiah (1997) observed the impact of inputs provided in District Institutes of Education and Training (DIETs) on teaching competency. The objective of the investigation was to study the impact of inputs such as adequacy of staff, student personal services, academic and auxiliary facilities, co-curricular activities and practice teaching provided in DIETs on teaching competency of student-teachers. The findings of the study revealed that:

1. Student teachers belonging to DIETs with partially adequate staff were superior in their teaching competency compared to their counterparts in DIETs with inadequate staff;

2. Individual guidance in subject knowledge improvement and tutorial system had significantly influenced the teaching competency of student-teachers;

3. More the academic facilities provided in DIETs, the higher was the teaching competency of student teachers.
Babu, Ganaguru and Selvaraj (1997) investigated teacher effectiveness and involvement in teaching of commerce at higher secondary level in Tamil Nadu. 288 commerce teachers were selected through multi stage random sampling technique. The tools collect the data included teacher effectiveness inventory of R. Babu and teacher's involvement inventory. Findings of the study revealed that:

1. The traits directly related to teacher effectiveness had more impact upon the effectiveness of teaching in commerce than the traits indirectly related to teacher effectiveness.

2. Sex and locality of the commerce teachers had no effect upon the teacher effectiveness.

3. The involvement of teachers in teaching commerce and their effectiveness of teaching was significantly correlated.

Meclains (1998) has observed intervening effect of sex on the relationship between personality factors and teaching effectiveness. She observed that whereas personality factor, G-Weaker Stronger Super Ego Strength, H-Threctia - Permia go along with teaching effectiveness of the male sample of teachers, personality factor A – Sizothymia - Affectothymia, B-Lower Higher Scholastic Mental Capacity, E-Submissiveness-Dominance, F - Desurgeoney-Surgency and H – Threctia - Parmia go along with teaching success in the case of female sample of teachers. This study besides focussing the role of sex as a moderator variable in teaching effectiveness also brings to surface the importance of personality factors in teaching effectiveness.

Bhattacharya (1998) conducted a study to determine the levels of adjustment and teaching competence of girl student-teachers teaching science and non-science streams. The objectives of the study were: (i) to determine the levels of adjustment and teaching competence of girls
student-teachers, teaching science and non-science subjects; and (ii) to determine the correlation between the teaching competence and levels of adjustment of the girl student-teachers teaching science and non-science subjects.

The findings of the study highlighted that: (1) the girl student-teachers teaching science and non-science subjects possessed good level of adjustment, average level of teaching competence with no significant difference among their levels of adjustment and teaching competence in terms of teaching subjects of science and non-science streams; (2) there was a significant correlation between the teaching competence and levels of adjustment among the girl student-teachers who were teaching science subjects and non-science subjects

➤ Pandey and Maikhuri (1999) examined the attitude of effective and ineffective teachers towards teaching profession with reference to their age and experience. The sample consisted of 300 teachers randomly selected from secondary schools. The tools used to collect the data were Teacher effectiveness scale by Kumar and Mutha and Attitude towards teaching scale by Ratti and Bannur. It was concluded that:

1. There was no significant difference between effective teachers having high or low experience in terms of their attitude towards their profession.

2. High experienced effective teacher’s attitude was positive towards teaching profession than low experienced ineffective teachers.

➤ Rout (2002) in a comparative study of teacher effectiveness of autonomous and non-autonomous college teachers in relation to their mental health, organizational climate and students' achievement found that: (1) the autonomous college teachers are more effective than the non-autonomous college teachers on teacher effectiveness; (2) the male and
female teachers of autonomous colleges are more effective than the male
teachers of non-autonomous colleges on teacher effectiveness; (3) there
exists a significant difference between autonomous college teachers and
non-autonomous college teachers on perception of reality, integration of
personality, autonomy, group oriented attitudes and environmental
mastery; (4) there was no significant difference between autonomous
college teachers and non-autonomous college teachers on positive self-
valuation dimension of mental health; (5) it reveals that there exists a
significant difference between autonomous college teachers and non-
autonomous college teachers on the dimensions of organizational climate;
(6) there was no significant interaction effect of type of colleges and
teachers mental health on teacher effectiveness; (7) the teachers of more
effective organizational climate institutions are more effective than the
teachers of less effective organizational climate; (8) there was no
significant interaction effect of type of colleges and organizational
climate on teacher effectiveness;

Lakshminarayana and Babu (2005) studied the indicators of
teaching competence of teachers in DPEP and non-DPEP schools. He
found that: (1) there is a significant influence of motivation on the
Teaching Competence of primary teachers in DPEP and non-DPEP
districts; (2) Societal, Professional Development, Classroom Teaching,
Professional Pleasure, Climatic Factors, dimensions of Teacher
Motivation have significantly influenced Teaching Competence of
primary teachers in DPEP and non-DPEP districts; (3) School
Administration, Student Behaviour, Working Conditions and Personal
dimensions of Teacher Motivation do not influence Teaching
Competence of primary teachers in DPEP and non-DPEP districts; (4)
there is a significant influence of Attitude of primary teachers towards
teaching on their Teaching Competence in DPEP and non-DPEP districts;
(5) Classroom Teaching and Teaching Profession dimensions of Teacher Attitude towards teaching have significantly influenced Teaching Competence of primary teachers in DPEP and non-DPEP district; (6) there is a significant influence of Teacher Adjustment on the Teaching Competence of primary teachers in DPEP and non-DPEP districts; (7) Social Adjustment, Home Adjustment, Emotional Adjustment and School Environment dimensions on Teacher Adjustment are dominantly influenced Teaching Competence of primary teachers in DPEP and non-DPEP districts; (8) the location of the schools has no influence on the Teaching Competence of primary teachers in DPEP and non-DPEP districts; (9) among motivation, attitude and adjustment, teacher motivation had prominently influenced the teaching competence of DPEP and non-DPEP teachers followed by adjustment and attitude.

3.2 RESEARCH STUDIES RELATED TO MICRO-TEACHING AND TEACHING SKILLS

➢ In the University of Stanford in 1963, it was Allen who pioneered the study and experiment, in the field of micro teaching trainees were given short micro-lessons in order to make an improvement in a particular teaching shall Theoretical lectures were also delivered. The method proved very helpful in improving the skill because it provided an sample scope for practice in which one particular skill was taken at a time. The selected skills were stimulus variation, closure, silence and non verbal cues. The study stood out favorable for the component skills approach at micro teaching.

➢ In India the first attempt was made by Tewari (1967) who started the project in the Pedagogical Institute at Allahabad. One of the objective was to assess the impact of individual teaching on the pupil as well as the student teachers. The criterion of effectiveness was supervisor's general report about the pupil teacher's teaching performance. His studies
confirmed the claim of micro teaching as an useful instrument in
developing insight in the student teachers and in this way making them
better teachers.

➢ **Tuckman and Oliver (1968)** studying on the contribute of
supervision compared among three feed back conditions: (a) Pupil's feed
back alone (b) supervision's feed back, ( c) no feed back. Study resulted
that both treatments involving pupil's feed back produced greater change
than other two conditions.

➢ **Claus (1969)** investigated the effect of modeling and feedback
treatments on the development of teacher’s questioning skill. This study
confirmed the positive role that is to be played by supervisor in training
with videotape models. It also resulted that modeling in general was more
effective than feedback procedure.

➢ **Morse Kysilka and Davis (1970)** conducted a study to find out
effects of different kinds of feed back on the training of teachers in
'refocusing behaviour'. This skill is those changes in a teacher's lesson
which have the purpose of gaining, maintaining pupil's attention. This
resulted the 'available evidence' does not support the value of feed back in
the absence of personal supervisor.

➢ **Shah (1970)** started further experiment in micro-teaching
procedure. He experimented with seven students of class IX. Students
were taught by an experienced teacher for 7 to 8 minutes and the lesson
was recorded on a tape. His study showed the effectiveness of tape-
recorder in correcting mistakes committed by the teacher.

➢ **Chudasama (1971)** found that micro-teaching is more effective
than the traditional teaching in the development of indirect teacher
behaviour. It was also found that student teacher’s develop skills in
questioning and ensure better pupil participation by virtue of training in
micro teaching.
Marker (1972) found that micro-teaching is better than conventional approach in the development of certain skills, namely reinforcement, silence and non-verbal cues.

In 1973 Singh started a comparative study regarding effectiveness of micro teaching technique and Flanders interaction analysis with verbal teacher behaviour. He divided twenty student teachers into three groups:

1. Group receiving treatment through micro-teaching,
2. Through Flanders interaction analysis and
3. Third group of ten students receiving a treatment of traditional method of training.

The study showed that -

1. students of first two groups changed their verbal teaching behaviour in the classroom more significantly than students of third group,
2. group consisting one student who were trained through micro-teaching training method changed their behaviour in the classroom significantly better than those trained through Flanders Interaction Analysis Technique.

Pangotra (1973) in his study has compared the effectiveness of different sources of feed back on the classroom behaviour of student teachers during their student teaching programme. It was found that the student teachers who received directed feed back performed better than those who received feedback from other sources.

Bhattacharya (1974) conducted a pilot study on Civil engineering students using micro-teaching technique. It was found from his study that the audio-recording and micro-teaching technique would develop successful indirectness among the trainees. Further, the attitude of teacher trainees towards microteaching was found favourable.
Dosajh (1974) conducted a pilot study of microteaching as a modifier of teacher behaviour. It was found that the teacher improved his teaching in all areas.

Joshi, Passi and Shah (1974) found that microteaching was effective in developing the skills. The skills of questioning, reinforcement, non verbal cues and illustration with example had been taken for the purpose of study.

Abraham (1974) also found that micro-teaching technique was effective in developing the skills of fluency in questioning and probing questioning.

In a study by Kathuria (1976) it was shown that the micro-teaching approach was decidedly superior technique training for pre service teachers in the development of various classroom teaching skills.

Paintal (1976) made a comparative study of the effects of micro teaching upon general teaching competence with varying sources of feedback under simulated conditions. The results showed clearly that the student teacher trained through micro-teaching technique acquired higher general teaching competence and compared to the student teachers trained though traditional teaching practice methods, that on the whole the student teachers showed greater improvement when the feedback was given by a supervisor than when given by a member of their own peer group. Also it was favour that the maximum benefit derived from micro teaching was by average student teachers rather than by good or poor students. All the students who participated in the micro teaching experiments responded positively to micro teaching and said that the technique was very useful.

Rai (1977) in his study compared the effectiveness of micro-teaching under simulated and real class-room situations and found it effective in both situations. He thus concluded that micro-teaching could
be adopted as a regular and integral part of programme and micro teaching being of teaching can be very good tool for providing training to teachers in competent teaching skills.

- **Sharma et al (1977)** conducted an experiment to determine the relative effectiveness of micro-teaching over traditional training programme. It was found that micro-teaching significantly increased the general teaching competence of teacher trainees.

- **Rama (1977)** conducted a comparative study to find out the efficacy of Modified micro teaching over standard micro-teaching with varying sources of feedback under simulated conditions.

- **Roka (1977)** also conducted another research for the study of comparative effects of standard micro teaching under simulated conditions with traditional teaching upon General teaching competency.

- **Joshi, Lalita and Passi** in the year of 1977 compared the effectiveness of micro-teaching technique and conventional approach using eleven different skills. They also found that the micro-teaching was more fruitful and effective than traditional approach in developing the skills.

- **George and Joseph (1978)** studied the effect of micro-teaching on General Teaching Competence and Teacher attitude of the B.Ed. trainees. They found that intensive training and persistent practice in the five instructional skills influenced in varying degrees the sensitivity of the B.Ed. trainees to assimilate partly other related pre-instructional, instructional and post-instructional skills and to integrate them in their repertoire of the teaching behaviour in the teaching situation. They also found that systematic practice and mastery of some important skills improved the sensitivity of the trainees and in due course enabled them to acquire more skills and integrate them in the repertoire of the teaching skills. They also came to the conclusion that student's reaction to the micro-teaching approach were positive and favourable generally.
In 1978, Patel has done a comparative study of effects of micro teaching under simulated condition and micro teaching under real classroom condition upon General Teaching Competency and Attitude towards teaching of student teachers. He concluded that the student teachers of the Primary Teacher's Training College trained through the micro-teaching technique in simulated conditions, acquire higher teaching competence than the student teachers of the Primary Teacher's Training College, trained through the traditional teacher training technique or the usual practice teaching programme. He also revealed that the students, who were the subjects in the experimental study, have welcomed the treatment of micro teaching given to them for developing teaching skills.

In 1979 Kanwal has studied the impact of feed back in modifying Teacher Behaviour- A micro-teaching approach. The major findings of this study were (i) The feed back was an important source of variance which modified classroom-behaviour, and increased the teaching efficiency of the student-teachers, (ii) Micro-teaching helped in developing certain skills in the student-teachers thereby increasing their general teaching Competence, (iii) The feed back by the supervisors brought better results than the feed back by the peer supervisors.

Sharma (1979) has done an exploratory study of certain aspects of class room behaviour of science teachers in macro and micro teaching situations using interaction analysis. He tried to study a reliable category system for first hand systematic observation of class room instruction in science. They found that science teachers subjected to a feed back from science teacher behaviour inventory (STBI) had significantly enhanced tendency of utilizing student's responses, effectively handling student's responses through showing models and demonstrating experiments followed by relevant questions. There was also a significant gain in their
tendency of providing opportunity to the student to think. The STBI feedback was further observed to generate significant loss in lecturing by the teacher, the teacher's pauses and the note-taking tendency of students. They also found that teacher's talk was six times more than student's talk very little time was spent on praising and developing student's ideas. Students got few opportunities to add to their own ideas or to initiate discussion on their own initiative.

Rao (1979) conducted a study in which he took a sample of 20 pre-service B.Ed. trainees. They were selected out of 220 trainees, admitted in the faculty of Education, Banaras Hindu University in the session 1977-78. Only those students were selected who have English as their medium of instruction and taking up science and English as teaching subjects. These selected students were divided into control and experimental groups. These groups were formed on the basis of matching in terms of sex and academic qualifications. The control group was provided feedback by peers and the experimental group was provided feedback from the college supervisor. This training was provided in five skills viz, probing questioning, stimulus variation, reinforcement, explaining and illustrating with examples.

The results drawn from the study are as-

1. Peer feedback and the feedback provided college supervisor are equally effective developing general teaching competence in secondary student teachers.

2. There is no significant difference in the relative effectiveness of peer feedback and college supervisor feedback in the retention of general teaching competence in secondary student teachers.

3. Student teacher’s attitude towards teaching is not affected significantly as a result of variation in feedback.
In 1979 Singh has conducted a study on the simulated social skill training and modification of Teacher classroom behaviour. The study aimed at assessing the usability of Simulated Social Skill Training (SSST) in teacher training programme as well as its effectiveness in improving the classroom teaching behaviour. The findings of the study were (i) the classroom behaviour of student teachers in desirable directions could be modified through SSST. (ii) The SSST technique was more effective than the traditional method in modifying the classroom behaviours of teachers, (iii) The SSST technique was also more effective than the traditional method in developing favourable attitude among student teachers towards teaching profession.

Bhattacharya (1980) studied the effect of micro-teaching under simulated and real condition in relation to micro situation and the result gain in attitude. It was found that microteaching under real conditions was more effective than that of under simulation so far as the improvement of general teaching.

A comparison of feed back through Flanders Interaction Analysis Category System, Analysis of classroom transactions and videotape in the modification of Technical Teacher Behaviour in Micro-teaching sessions was done by Rajamony in 1981. They found that (i) Feed back through FIACS resulted in a significant improvement of technical teacher behaviours in micro-teaching sessions, (ii) Feedback through analysis of classroom transactions (ACTS) resulted in a significant improvement of the technical teacher behaviours in micro-teaching sessions. Feed back through videotape also resulted in a significant improvement of the teacher’s classroom behaviour.

Shukla (1981) tried to identify the major skills involved in Mathematics teaching at secondary school stage. The purpose of this study was to isolate teaching skills involved in mathematics teaching and
to prepare a list of teaching skills and their behavioural components specific to the teaching of mathematics. They after through study isolated six distinct and specific mathematics teaching skills which were involved in the teaching of mathematics at the secondary school stage. These were; skill for developing a concept, skill of developing a principle, skill of applying inductive approach, skill of applying deductive approach, skill of figure drawing and skill of applying problem solving approach. The validity of the identified mathematics teaching skills was also established.

Jangira, Singh and Matto (1981) has studied the effect of training in teaching skills through micro-teaching on the skills, competence and general teaching competence of in-service science teachers and pupil perceptions of teaching. They found that the means of the teacher’s scores on the competence to use the skills of probing questioning, reinforcement, stimulus variation, illustrating with examples and increasing pupil’s participation, as well as the gains in the teacher’s scores on general teaching competence before and after training in teaching using micro-teaching differed significantly at 0.01 level. Thus, it implied that training in teaching skills using the microteaching technique brought about significant improvement in teaching skill competence and general teaching competence of science teachers. Pupil’s perception of the teaching of their respective teachers after training in teaching skills underwent a significant change in the designed direction. It, thereby, confirmed the finding about the effectiveness of training in teaching skills through micro teaching.

Gita Singh (1982) conducted a research on comparative study of different strategy of integration of teaching skills. The major aims of the study were: (i) to compare the effects of integration training through summative pattern with those of traditional practice teaching programme on three criterion variables Viz: a) attitude towards teaching, (b)
integration of teaching skills, (c) general teaching competence, and (ii) to find out whether different sources of feedback produce varied effect on the above variables.

The study demonstrated: (1) significant positive impact of integration through summative model on general teaching competence, (2) positive influence on teacher performance of immediate feedback (3) effectiveness of micro teaching technique both in the controlled laboratory environment as well as in real classroom teaching. 

➤ **Bhat Vasant D. (1982)** conducted the study of the effect of simulation on performance of teacher trainees in educational psychology. The investigations of this study showed that inclusion of simulation in an instructional strategy lead to greater effect on performance. Both cognitive as well as affective aspects of behaviour were included in the criteria for measuring performance. (3) there is significant difference in the relationship of correlates of teacher performance between simulated group and controlled group (4) there is significant gain in behaviours of teachers through simulated teaching. In this study Analysis of co-variance technique was used to compare initial and final performance.

The sample consisted of 120 cases (61 males and 59 females) of science and mathematics student teachers. The nature of the sample had been analyzed with regard to the age of male and female student teachers in experimental and control groups. The age of student teachers ranges from 18 to 32 years. On the basis is of obtained results the findings formulated were as follows -

1. Training in simulation technique contributed a significant gain in taxonomical performance and classroom performance rating of secondary science and math’s student teachers.

2. When student teachers are exposed to simulated teaching, they gained in teacher talk.
3. When student teachers are exposed to simulated teaching, they lose in their pupil initiative ratio.

4. Student teachers of high teaching aptitude performed better through simulated teaching.

5. Student teachers with high positive attitude towards teaching give better performance thing simulated teaching.

6. Student teacher of high academic abilities give desired effect on their teaching behaviour through simulated teaching.

➤ **Prabhune, Marathe and Sohani (1984)** conducted an experimental Study to measure the effect of micro teaching skills and different strategies of feedback on the student teacher's performance with respect to teaching. The objectives of the study were (i) to study the effect of practice of certain micro-teaching skills on the student teacher's performance with respect to teaching, (ii) to study the efficacy of the three different strategies of feedback on the student teacher's performance with respect to teaching, (iii) to offer suggestions to improve the existing micro-teaching programme. The pre test-post test control group design was used and analysis of variance was used for analysis of data. The major findings of the study were -

1. The gain in the pre-test and post-test scores was statistically significant. It was revealed that practice of micro teaching skills was effective in the improvement of student-teacher's performance with respect to teaching.

2. All the three strategies of feedback (feedback by college supervisor, feedback by self and peers) were equally effective.

3. The routine strategy of giving feedback by college supervisor could be continued in the training through micro-teaching.
Bawa (1984) studied 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. This study resulted in the significant change in the behaviour of teacher trainees through integration based instruction subsequent to micro-teaching based training.

Sharma (1986) conducted a Research to study the Effect of different microteaching settings on the development of Probing questioning skill and verbal class room interaction. The main objectives of the study are as follows -

1. To find out the influence of a progressive increase duration of teach period from 5 to 12 minutes under a constancy of the size of the class of pupils during micro teaching on the development of probing questioning skill and on verbal class room interaction.

2. To find out the influence of progressive increase in the ‘number of pupils’ from 5 to 12, during micro teaching under a constancy of teach period (6 minutes) on the development of probing questioning skill and class room verbal interaction.

3. To find out the influence of simultaneous progressive increase in the ‘teach’ period and number of pupils’ when other conditions remaining same, on the development of probing questioning skill and on class room verbal interaction.

Passi observation Schedule was used to measure the development of Probing questioning skill and Flander’s class room interaction category system was used to measure the class room interaction. Data regarding was obtained by applying Raven’s progressive matrices.

The analysis of obtained results indicated that -
1. Microteaching in probing questioning was a very potent factor in influencing five interaction categories, namely, praising or encouraging, accepting or using pupil ideas, questioning, lecturing or pupil talk response. It can be concluded from the obtained a results of this study that for increasing indirect teacher behaviour and for decreasing direct teacher behaviour, micro teaching in probing questioning can be utilized.

2. Exercise with reinforcement of the probing question skill behaviour was conducive to the growth of teaching skill.

3. Pupil’s talk response was influenced positively by micro teaching treatment.

> **Naik (1986)** studied the development of teaching skills through micro-teaching and impact of different models upon teaching effectiveness and aptitude. This study showed the significant effects of micro teaching on traditional methods of teaching and pointed out the impact of different strategies of integration exercises on micro teaching.

> **Heaton (1988)** conducted a study to analyze the difference in the performance of teachers who received training, on interpersonal skills of listening, questioning and instructional processes, and teachers who received training only in instructional processes. Result showed that the teachers trained in listening and questioning skill had a powerful but short term effect on teacher's performance. The improvement was significant in all the students, but there was no significant difference found between treatment groups in student post test or delayed test performance.

> **Sultana, Afroz (1988)** conducted a study for the modification of behaviour of pupil teachers of science trough micro teaching approach. Sample constituted 60 pupil teachers of science, six skills namely introducing a lesson, Questioning, Probing Question, Reinforcement, Increasing pupil’s participation and Experimentation was taken for the
purpose of study. Check list for identification and selection of skills, observation sheets for skills, Evaluation sheets for skills, Baroda general teaching competence scale and an attitude scale towards micro teaching was used as tools for the purpose of this study. Findings revealed that micro teaching is a significant approach to modify the behaviour of pupil teachers of science on four skills namely introduction a lesson, Questioning, probing questioning and experimentation. 41 pupil teachers show behaviour modification. All pupil teachers have a positive attitude towards micro-teaching.

▶ **Sharma (1989)** conducted a research project on identification of specific teaching skills and development of instructional material related to Hindi teaching and to study the effectiveness of these skills. He found that micro-teaching technique was more effective than the traditional. He also identified teaching skills.

▶ **Lopez (1989)** conducted his research study to compare the effectiveness of training plus feed back treatment and training plus no feed back treatment in changing teacher behaviour. He took a sample of 12 teachers out of which six participated in the training plus feed back group and six as trained in no feed back training. The observations of this study found a significant change in the effectiveness of teachers trained through feed back plus treatment as compare to those teachers who were trained through no feed back treatment.

▶ **Hao (1990)** conducted his study to investigate different effects of corrective and non-corrective feed back on undesirable verbal teaching behaviour among pre-service school teachers. A sample of 92 university students was taken for the purpose of study. There were 40 students in the control group and 52 students in the two treatment groups. Both qualitative and quantitative data were collected. The analysis of results confirmed that both corrective and non corrective feed back assist learning.
Kukoski (1991) studied the effect of analysis feed-back and reflection on the behaviour and thinking of pre-service teachers. Interview, observations and structured writing tasks in association with teaching strategies and professional development provided data on teacher's thought processes. The finding revealed that pre-service teachers increased the use of lower level questions in their lessons and they became more pupil centred in their teaching and also they improved the quality of their teaching.

Brid Well (1996) studied the nature of feed back given to student teachers in weekly evaluation conferences by examining the feed back given to one student teacher by their co-operating teacher. The findings revealed that a warm and open relationship between the student teacher and the co-operating teacher is favourable in the acquisition of feed back, and co-operative teachers can provide reflective teaching practices.

Sharma (1996) studied the effect of different micro teaching settings on the development of explaining skill and verbal classroom interaction. The objectives of the study were as follows (a) To find out influence of increase duration of teach period from 5 to 15 minutes under a constancy of the size of the class of pupils (5 pupils during micro teaching on the development of explaining skill and on verbal class room interaction (b) To find out the influence of increase in the number of pupils from 5 to 15 during micro teaching under a constancy of teach period (5 minutes), on the development of explaining skill and classroom verbal interaction.

A sample of sixty student teachers of B.Ed. was selected by using stratified random method. These 60 student teachers were classified into two equal groups of 30 subjects. Each of the two groups of 30 subjects was further divided on random basis into six equal sub groups of five subjects in each. Thus this step yielded twelve sub groups. Findings of the study are as follows-
1. Increase of teach period within a teach period range five to fifteen minutes courses significant change in the status of explaining skill.

2. Out of the seven teacher behaviours namely accepting feelings, praising and encouraging, accepting or using pupil ideas, questioning lecturing, giving directions and criticizing or justifying authority, three teacher behaviours namely, accepting or using pupil ideas, lecturing and giving direction was found significantly influenced by micro teaching treatments.

3. Micro teaching treatment increased the instances of accepting or using pupil ideas by the teacher or student teacher in class room situations.

4. The number of direct teacher behaviours influenced by micro teaching treatments was greater than the number of indirect teacher behaviours influenced by it.

➢ **Singh H. Ibotombi (1996)** identified creative teaching sills for secondary school teachers to make their teaching more effective. He also find out the important level and the difficulty level in the use of the skills identified as creative teaching skills. It was found that out of 31 skills, 10 skills were identified as creative teaching skills for secondary school teachers.

➢ **Singh (2002)** studied the creativity correlates of science student teacher behaviour in micro teaching situations. He studied with 44 science student teachers. He found that the relationship of non-verbal creative thinking with teacher talk could be increased to a high degree when the student teachers were trained through micro teaching technique. The higher the non verbal creative thinking, the higher the chances of pupil participation in the classroom, and micro teaching technique for teacher training could upgrade this relationship to a high degree.
3.3 THE EPILOUGE

Reviewing the related literature cited above, researcher made the following observations:

1. A large number of studies have been undertaken on the teaching competency / teacher’s effectiveness and modification of behaviour of teacher through micro-teaching. These studies cover a wide verity of variables i.e. psychological variables, biographical variables, and situational variables.

2. A large number of researches have used descriptive research Methodology.

3. Most of the researchers used the standardized tools as well as tools developed by themselves to collect data.

4. ‘t’ test and qualitative analysis were mostly used to process the data, in some researches factor analysis, ANOVA, ANCOVA, chi-square and correlation techniques were also used.

The main purpose of this study was to study the development of teaching competency of the language pupil-teachers through micro-teaching approach. The review of related research and literature does not indicate the existence of even single study in Indian conditions in which the development of teaching competency of language pupil teachers has been studied. The present study is a pioneer work in the field of behavior modification through micro-teaching, as a few work has been at all conducted in India. Studies in the area of language teaching are limited in number.

So, the present study is a step in the direction of development of teaching competency of language pupil teachers through micro-teaching.