CHAPTER – II

Review of Related Literature
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2.01. INTRODUCTION

According to M. Clemes Johnson, “Communication is of vital importance if researchers are to build upon the work of others and if educators are to achieve benefits from research. Sources of research information include articles in educational journals, papers presented at professional meetings, dissertations by graduate students and reports by school researchers, university researchers and governmental agencies”. This is the review of related literature is one of the essential aspects of research project. A researcher has to be up-to-date in his information about studies related to his own problems already made by others.

2.02. NEED FOR REVIEW

According to Carter V. Good, A. S. Barr and D. E. Scates, “Survey of selected literature serves the following purposes.
1. It shows the evidence to solve the problem adequately without further investigation and to avoid the risk of duplications.
2. Acquiring information about the studies done in the field and guides in carrying out the investigation successfully and makes him familiar steps.
3. It provides valuable ideas, explanations or hypotheses in formulating the problem.
4. It suggests appropriate research methods to the problem.
5. It locates comparative data useful in the interpretation of results”.

According to George Mouly, “the review of related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplications. It also provides comparative data on
the basis of which to evaluate and interpret the significance of the one's findings. In addition, it contributes to the scholarship of the investigator”.

M. Clemens Johnson says, “The research reports enable teachers, administrators and others to seek abreast of current findings and improvements relating to education. If educators are to achieve benefits from research, they should be able to read research intelligently”. The review of related studies and literature is an essential aspect in the development of the problem and in the derivation of an effective approach to its solution. This investigation is an attempt to find the problems experienced by the B.Ed. students of natural science during teaching practice period. Therefore, an attempt has been made here to survey the literature and studies related to the topic under study.

2.03. CLASSIFICATIONS OF RELATED LITERATURE

The existing researches that are directly or indirectly related to present study may be conveniently classified under the two broad categories. The account to them is given under the following heads.

A. Studies in India
B. Studies in Abroad

A. Studies in India

T.S.N. Bhatnagar (1980) conducted a study on the new trends in teacher training programme. The aim of student teaching programme laid down by development of education of NCERT. It has been proposed that student teaching programme should be conducted after maximum guidance, skills and knowledge of the pupils.

Bhasin (1998) reported the system of practice teaching that existed in the Lady Irwin College, Delhi. In this college, practice teaching took place all the three terms, where in a student was allotted a school and was required to
teach in the same school throughout. A minimum of 30 days of teaching was
done by a student teacher and had to observe their peers while teaching and
report in a prescribed observation format. Generally, it was found that
during the first two terms, a student teacher was required to teach 2 days a
week for 10 days each followed by block teaching in the third term.

Chandra Bose (1993) conducted a study on certain correlates of
teachers' effectiveness of student teachers of biology. The findings are -
(1) There is positive and significant correlation between teacher effectiveness
and intelligence.
(2) There is substantial positive correlation between teacher effectiveness and
teaching aptitude.
(3) There is high positive correlation between teacher effectiveness and
teaching aptitude.
(4) There is moderate correlation between teacher effectiveness and anxiety.

Chandhari (1985) studied the reactions of teacher educators to the
practice teaching in elementary teachers training institutions of Madhya
Pradesh. The findings of the study were -
(1) Only a few training institutions have practicing school attached to them.
(2) The school selected for practice teachings were mostly inadequate to
provide arrangements to complete their practicing lessons in time.
(3) Three to six lessons were usually given by trainees per week.
(4) At least one criticism lesson was compulsory but in some institutions, no
criticism lessons were arranged.

Chander (1976) in his study attempted to investigate the relationship
between the attainments in a training course with the teaching efficiency in
the classroom and attitude as a teacher. The major findings of the study
were -
(1) Factor analysis indicated three different factors, factor A, B and C.
(2) Attitude and teaching efficiency had loading on factor A alone and only two other variables, techniques of evaluation and educational psychology had appreciable loadings on it.

(3) Factor B bound together principles of education and school organization.

(4) Factor C seemed to be a more general factor of theoretical aptitudes inclusive of memorization and was apparently more general than factor B because it encompassed more theory papers and appeared to be more theoretically biased.

Deo (1985) studied on the practical programme other than practice teaching in Teacher Education Institutions. The findings of the study were –

(1) Most of the student teachers feel that 'lack of time' was a major factor in not being able to achieve the objectives of the practical programme.

(2) The teacher educators opinioned that lack of sufficient opportunities and lack of time were the causes for non-fulfillment of the objectives of practical programme.

(3) The student teachers felt that there could be a large number of practical programmes in the colleges of education, but due to lack of time, lack of proper guidance, lack of sufficient opportunities and lack of feed back from the teachers they were not able to achieve the objectives.

(4) For work experience and SUPW sufficient time and guidance were not provided to students by the teachers and also there was no provision for them in the timetable.

(5) The student teachers were not provided facilities for training in preparation of some visual and audio aids.

(6) Opportunities were not provided in areas of art, library, dramatic and other cultural areas.

Donga, N.S. (1987) conducted a study on the adjustment of trainees of teachers’ training colleges in Gujarat. According to him, female trainees were more adjusted than male trainees. Trainees coming from the science
faculty had the lowest adjustment and trainees of different colleges differ significantly in adjustment.

Dubey, T.B. (1981) conducted a comparative study of secondary teacher education in Madhya Pradesh and Maharashtra. The major conclusion was the problems of teacher education as listed in Madhya Pradesh were absence of clear-cut evaluation procedure in the curriculum development. Lack of financial provision for practice teaching in villages, intake of student teachers and their placement, late admission, under emphasis on field work during a training course and so on.

Edra E. Lipscomb (1986) investigated the attitude of student teachers in elementary education. The basis problem was to explore their attitude before and after their student teaching experience in an effort to determine whether attitudinal changes has occurred. The major findings were -

1. The Lipscomb scale of teacher attitude appears to have reasonable validity and reliability for the measurement of expressed teacher attitude.
2. Significant changes occur in the expressed attitude of student teachers during the student teaching experience.

Ganjis (1993) conducted a study on the preparation programme of graduate teachers in Madhya Pradesh with a view to find out changes necessary for the contemporary Madhya Pradesh educational programme. Major findings are the theory and practical of teaching existing in quite isolation, their was no adequate arrangements for specialized trained personal and about 71% training colleges did not make up any arrangement for the training according to needs, capacities and interest of trainees.

George, M and Joseph, K. J (1992) conducted a study on the effect of microteaching on general teaching competence and teacher attitude of the B.Ed. trainees. They concluded that there were no significant differences in
the teacher attitude scores of the B.Ed. trainees before and after exposure to the technique of microteaching.

Gopalacharyalu (1984) conducted a study of the relationship between certain psychosocial factors and achievement of student teachers and teacher training institute of Andhra Pradesh. Major findings of the study were -
(1) Socio-economic status and caste influenced all the three variables namely theory, practical and total achievement.
(2) Personally factors distinguishing the low total creativity group from the medium. Total creativity group were self-confident, tough minded vs. tender minded, sober vs. happy etc.

Gopi (1981) conducted a study on academic achievement with attitude towards teaching among teacher trainees. The findings of the study showed no relationship between academic achievement and attitude towards teaching among teacher trainees.

George (1962) made an investigation into the problem connected with the training a primary school teachers in Kerala with special reference to the organization and curricula of training. According to him, practice teaching of student teachers is an integral part of their practical work and the residential facilities are not available in many of the training schools.

Indrani Kailas (1988) conducted a study on the identification of minimum curricular requirements for teacher training programme for secondary school biology teachers. The findings were -
(1) Majority of teachers and teacher trainees expressed the opinion that B.Ed. programme does not give training in laboratory skills.
(2) Majority of teachers and teacher trainees feel that the B.Ed. programme provides training in black board work 'to some extent'.
(3) Majority of teachers and teacher trainees feel that B.Ed. programme does not provide training in organizing field trips and
Most of the teacher trainees are not satisfied with the system of supervision.

K.C. John (1974) conducted a study on the attitude of B.Ed. trainees in Kerala towards teaching practice. The important findings were –

1. Majority of the trainees is of opinion that the duration of practice teaching is very short and it should be extended.
2. The trainees are of opinion that sufficient number of model and criticism lessons should be taken before practice teaching.
3. Most of the trainees are of opinion that class teacher and subject teacher should observe each lesson completely and assess the practicing lessons.

Malik (1984) conducted a study to find out the interrelationship between personality factors of science teachers and their success in teaching. The study was confined the seventy-two science teachers of higher secondary schools of Rajasthan. A science teaching success rating scale was used in the study. Success in teaching was found to be negatively correlated with friction, difficulty and disorganization, personality factors, intelligence, emotional stability, self-sufficiency and tender mindedness were found to be significantly correlated with success in teaching.

Misra, R.C. (1970) studied the supervision in modern student teaching. He stressed the need for well-planned supervision and guidance in practice teaching. The meaning of supervision has been discussed and important characteristics of supervisors, basic principles and objectives have been enumerated.

Mohan (1980) investigated the effectiveness of teacher training programme in the colleges affiliated Avadh University. Important findings were –

1. Quite a few teacher educators were not adequately qualified to supervise teaching practice.
(2) The duration of training course had become very short and covered only 118 working days.

(3) The time for practice teaching was too short as schools were not available for a long time.

Mohanty (1984) studied student-teaching programmes in college of education with special reference to innovation. The major findings were -
(1) The manner in which criticism lessons were held was not proper.
(2) Various methods of teaching were not used in teaching lessons.
(3) The practice-teaching programme stressed delivery of lessons and not other activities expected from a student teacher.
(4) School-college co-operation was found poor in almost all institutions under study.

Parvathy Kurup (1991) conducted a study on the guidance needs of student teachers at B.Ed. level. The findings were -
(1) Student teachers have a number of reasons for joining B.Ed. course.
(2) Female student teachers have higher proportion than their male counterparts for their guidance needs.
(3) Rural student teachers have higher proportion for their personal needs.
(4) Unmarried student teachers have higher proportion for their personal needs.

Raj, T (1984) conducted a study of the organization and administration of student teaching programme in the secondary teacher education institutions. The findings were -
(1) In general, the incharge of student teaching, the college supervisor and the co-operating teacher held adequate academic and professional qualifications.
(2) Many institutions had audio-visual materials and equipment available with them but were not utilizing them properly.
Majority of institutions assigned 20 student teachers to each college supervisor.

Rajalakshmi (1985) conducted a study on the system of practice teaching and its assessment in the training colleges of Kerala. The investigator stressed the point that the sheet anchor of a sound teacher training programme is practice teaching. The major findings are summarized as follows.

1. The various methods of teaching should be elaborately discussed and demonstrated before practice teaching, it is seldom done.
2. Demonstration lessons given are few in number.
3. There is only block practice teaching extending over a month (about 20-22 working days).
4. The distance from the college to the practice schools is less than eight kilometers.
5. Government transport facilities are available at almost all places.
6. Many schools selected for practice teaching cannot be said to be well equipped in respect of furniture, accommodation is also not sufficient.
7. Trainees do not as a rule get opportunities to observe the lessons of experienced teachers of the school.
8. The lecturers find it possible to supervise only 3 or 4 lessons.
9. The valuation of the lesson is mostly done by the lecturers; there is no uniform standard of procedures in this respect.

Rajameenakshy (1988) made a study of the “factors affecting teaching competence of B.Ed. trainees in physical science”. The purpose of the investigation was to conduct differential and correlational studies between teaching and various factors. The study concluded that training in the skill of demonstrations and microteaching significantly increased teaching competence. The teacher trainees having first class in the degree examination,
higher socio-economic status, female teacher trainees and teachers who taught in girl's schools were significantly higher in teaching competence.

Raja Sekhar (1982) studied the existing school conditions and facilities as perceived by the teachers in Guntur and Visakhapatnam districts. The study revealed that the existing conditions of the schools are inadequate in terms of accommodation and furniture. Ravi (1982) conducted a survey of the teacher training colleges with regard to school selected for practice teachings. According to him, 53% of the student teachers in Uttar Pradesh and 31% in Gujarat admitted that they failed to do their responsibilities satisfactorily due to lack of time and the student teachers stated that teacher educators generally lacked competence in giving guidance.

Rao (1987) made an attempt to identify effective science teachers on the basis of selected criteria and analyzed the teacher behaviour of selected effective science teachers with respect to their content processing behaviour, interactive behaviours and teaching skill behaviours. The teaching behaviour of two hundred and fifteen science teachers was measured using observation schedules. The co-ordination between verbal and non-verbal skills was not prominent although using the blackboard, gesture, movement, and the non-verbal cues were observed with all verbal skills. It was found that application of principles and logical reasoning were meagerly employed only by a few effective teachers. A study related to practice teaching was done by V. K. Saleela Devi (1968). It was mainly concerned with the attitude of trained undergraduates teachers towards their training programme. According to the study, the teachers on the whole are having a very favourable attitude towards their training programme.

A study was conducted by Srivastava (1984) on the evaluation of practice teaching in the teacher training institutions. The main purpose of the study is to locate the aims of practice teaching, its content and the method
used for evaluating it. The subsidiary purposes were to find out the place of practice teaching and to study the attitude towards practice teaching and to study teacher-pupil relationship. The information gathered in the study revealed that practice teaching is an essential and compulsory item in all teacher preparation programmes. Student teachers were inclined to favour a system of evaluation, which was based more towards external assessment.

Surendran Nair (1993) conducted an investigation into the pre-service training programme for Sanskrit language teachers in the training colleges of Kerala. The conclusions were -

1. No student teacher has expressed the opinion that any of the topics with syllabus is not useful.
2. Student teachers are not well trained in synthetic method, Dalton plan, Project method and derivative method.
3. Majority of the student teachers is of the opinion that both theoretical and practical training are given in the preparation and use of audio-visual aids.

Varghese K. Cherian (1991) conducted a study of the six differences in teaching competency in mathematics of student teachers in training colleges. The important conclusions were -

1. The study reveals a definite relation between teaching competency and parent's profession as teachers.
2. The study reveals that teaching competency and educational qualifications of student teachers are independent of each other.
3. The study shows a definite association between socio-economic status and teaching competency.

Verma and Chabra (1996) examine that the extent of familiarity with the skills, strategies and devices during the pre-service teacher training, the extent to which they are able to employ the training competencies in their
classroom practices, the competencies and approaches to teaching being popular among teachers and the difficulties and limitations of teachers in using their pedagogical skills and competencies in actual teaching of mathematics. Questionnaire and interview techniques were used to collect data from participating teachers. The findings indicate that teachers have sufficient knowledge of the subject matter and teachers use predominantly one or two teaching techniques namely illustration and problem.

Vijayalakshmi (1994) conducted a study of the difficulties experienced by B.Ed. students in teaching social studies during the practice teaching period. The conclusions are –

(1) Majority of teacher trainees are not satisfied with the present B.Ed. programme.
(2) Lack of time during practice is the major problem.
(3) B.Ed. trainees experienced difficulty in teaching social studies due to the nature of locality of schools.
(4) B.Ed. trainees in rural-urban schools experience difficulty with respect to the nature of the class.

Zuberi (1987) investigated the classroom behaviours of secondary school teachers. Data on the classroom behaviours of teachers were collected from a sample of 200 teachers using modified version of FIACs. One of the major findings of the study was that majority of teachers put questions rarely and mainly employed the lecture method and pupil participation was low, both in quantity and quality.

A comparative study (1992) of organization and administration of practice teaching programme in colleges of education revealed that the scope for innovation and experimentation was restricted to minor variations in approach or method of student teaching programme. The objectives of this programme should be less ambitious, well defined and achievable. Both the
teacher educators and school teachers should give model lessons. Follow-up discussions and periodical evaluation of this programme would help institutions to improve this programme. The study also found the internship programme as useful having positive impact on the achievement of the student teachers.

NCERT study (1983) observed that Government College of Education, Jaipur and IT College, Lucknow used to conduct through supervision for the whole period of every lesson taught by the student teachers either through method masters or regular school teachers of the subject concerned. It is hoped by NCTE (1998) that during the internship in teaching the student teachers have to exercise actual teaching in real school situation and also practical skills along with active participation in co-curricular activities. It has been pointed out (2000) that an ideal teacher preparation programme involved the effective participation of the school system. The student teaching lessons properly observed by the school teachers followed by feedback on the quality of their teaching required certain incentives for the purpose either by cash or in kind.

B. Studies in Abroad

Akshay Kumar Parida (1984) writes that training is an integral part of human resource development. The role of teacher training in argument with education at all levels cannot be underestimated. The equality of teachers depends on their desire and determination to realize the higher objectives much beyond the usual classroom teaching.

Bildikar (1998) made an exploratory study to identify the factors which motive women to enter a teacher education programme and to find out the influence of the teacher education programme on student teachers career goals and career commitment. The study came to the conclusion that colleges of education played an important role in influencing participants' motivation.
and commitment towards teaching profession. It also revealed that the short duration of the programme, lack of integration of theory and practices and an overloaded curriculum were concern for student teachers.

A case study was conducted by Bullough (1987) to know the changes that took place in the way a teacher planned and thought about planning during the course of the first year of teaching. Responses to common problems and issues that arise in developing teaching expertise were explored using four stages of development suggested by Ryan. The case study revealed that the teacher education programme did not help to become a full-fledged teacher and there was little transfer from training into first year of teaching.

Gardner (1995) analyzed the final years of the pupil-teacher system and the student teacher scheme, primarily through oral recollection rather than documentary analysis. The analysis led to the conclusion that entry into profession remained for many and particularly for student teachers, a baptism by fire. To emerge as a successful fully-fledged member of the profession, the rural student teacher had to struggle hard of all.

Investigating the effects of training on the instructional behaviour of student tutors. Fred. C. Neidermeyer (1980) found that the instructional behaviours of trained and untrained tutors are quite different. The instructional behaviours implied by the objectives of the training programme are based on established psychological principles. Glasgow Dorothy (1986) made an investigation on the perception of student teachers, supervising teachers and professors of education towards selected issues in student teaching. Major issues were grouped as personal relations, self-interests, classroom performance, organizations and teaching concerns.

Griswold Kenneth (1963) after studying the attitude changes of student teacher’s concluded that there is a mean attitude change for the
period of student teaching of plus 9.8 points. The analysis of the responses to
the inventory and the interviews indicated several apparent relationships
between attitude change and factors in the student teaching experience.

Haughton (1997) studied the relationship between teacher preparation
programmes and quality of teachers. The purpose of the undertaking was to
obtain from secondary school teachers, their preparation programmes in
which they participated. In response to the open ended questions in the
questionnaire the teachers cited inadequate content, insufficient materials and
equipments, irrelevant programmes, insufficient time and inadequate practice
teaching as shortcomings of the teacher preparation programme.

Kathleen (2001) identified the measures of support the beginning
teachers had been available in their first year of teaching. A likert scale was
used to determine, low, moderate or high levels of need to twenty areas that
centred on communication skills, teaching behaviours and expectations.
Needs for assistance identified in this study included classroom discipline,
communication with parents and special needs of students.

A systematic assessment of the perceptions of serving teacher towards
their pre-service education was carried out by Khan (1990) by surveying the
entire science teacher output of the university of Botswana of the period 1980
- 1985. Respondents were asked to assess the importance, using a likert-type
scale of various items comprising the pre-service teacher education
programme. The identification of teaching the less academically able as a key
objective of pre-service training is a valuable finding of the survey. Many
teachers suggested that the pre-service teaching practice should be longer and
occur more than once in a given programme. Krajcik and Penick (1989)
assessed the effectiveness of lower-undergraduate pre-service science teacher
education programme. The study provided evidence that pre-service teacher
education can have a very positive effect on the development of pre-service science teachers into effective practice teachers.

Maddox (1978) conducted a study on the teaching practice in the University College of North Wales. He found that there is no close or detailed supervision from either University or School Staff. Innovations in teaching practice are not to be effectively communicated to student teachers.

Mortis (1996) tried to identify the effectively demonstrated behaviour that were observed by secondary teachers during their teacher preparation programmes and that they transferred to their classes. It was concluded that something are indeed right with secondary teacher preparation programmes. The classroom teachers have responded with verbal accounts of behaviours that were effectively demonstrated during secondary teacher preparation programmes and that were transferred to their classroom. The accounts when co-ordinated confirm that some teacher preparation programmes are demonstrated in practice.

Nettle (1994) conducted a study to examine student teacher’s believes about teaching before and after practice teaching, using a questionnaire to student teachers and university lectures in the study. The analysis of the responses showed four dimensions of teaching as most important for enhancing student learning, such as encouraging student learning, such as encouraging activity and independence in learning, motivating learning, establishing interrelations conducive to learning and structuring learning. The study revealed that the orientations to teaching of a majority of student teachers remained unchanged after practice teaching. However, there were significant changes in the beliefs of other student teachers after practice teaching. The investigator stated that the stability in student teachers’ beliefs about teaching might be seen as a product of an active process of balancing pre-existing beliefs and present reality.
Taylor (1983) tried to find out the extent to which the practicing teachers consider educational theory useful. Teachers from nine primary schools and four secondary school gave data using a six-point scale. The study of main subject, teaching practice, extra curricular activities and personal and social activities were rated as more satisfactory than curriculum and education courses.

Turn Bull (1981) conducted an inquiry into the influence of previous teaching experience on results obtained by students. He found that the students with previous teaching experience did a little better in practical training than those who had no such experience. The performance of the two groups in educational theory was much the same.

Perceived problems of beginning teachers in their first years of teaching were reviewed by Veenman (1984). Studies from different countries were included issues such as the reality shock and changes in behaviour and attitudes were also considered. The eight problems perceived most often were classroom discipline, motivating students, dealing with individual differences, assessing student’s work, relationship with parents, organization of class work, insufficient or inadequate teaching materials and supplies and dealing with problems of individual students.

A study of the difficulties of student teachers and beginning teachers in the secondary schools was done by Wey (1981) in Appachin State (USA). 138 student teachers and 38 supervisors of the State Teachers’ College were asked on different occasions to check on a report from the difficulties which student teachers and beginning teaches face in schools. The findings were supplemented with data collected through reports. Most of the difficulties were related to class control, discipline, pupil’s interest, and response and classroom management.
An experimental programme in student teaching was worked out by the municipal colleges and the public schools of the New York City. The objective of the study is to make student teaching a worthwhile professional experience. The trainees are provided professional help in order to succeed in the schools.

2.04. CRITICAL REVIEW

The investigator has reviewed 54 studies among which 18 are foreign studies and 36 are Indian studies. The investigations regarding the practice teaching programme are found to be limited in number. There seems to be a dearth of comprehensive studies on practice teaching in the literature available. Particularly in India, the investigations related to practice teaching programme are very few and these are limited in scope and have been largely conducted on small samples. The review in the previous pages further reveals that wide variety of tools and methods have been used in various studies on practice teaching programme. Every tool has been planned to achieve the purpose for which the study was conducted.

Since, the purpose of the present study is different from earlier studies as it seeks to study the student teacher's practice teaching problems, the tools in existence neither could not be made use of in this study. The review also shows that very little work has been done on practice teaching programme in abroad and in India. The investigator tries to find out the problems of student teachers in natural science but also tries to investigate the problems of practice teaching programme in the training colleges of Kerala University. This study departs from the previous investigation, in that is choose a large sample of student teachers for investigation, much wider field of study and a unique scale of student teachers problems based on the situation existing in Kerala University.