CHAPTER I
INTRODUCTION

Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called the teacher, who plays a pivotal role in any system of education. Teaching is a challenging profession and only such teachers can shoulder the heavy responsibilities of nation building, as are adequately prepared and have a sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning. Teachers are expected to use the best practices and strategies to meet the challenging demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set of goals, love for the profession and obviously a favorable attitude towards the profession.

India has had its indigenous system of education called the gurukul system. The village school in ancient India was called gurukul, as the schooling took place at the home (kul) of the teacher, who was called the guru. This system continued till the first quarter of the nineteenth century when schools similar to the modern schools replaced the old village schools. It was realized that village school masters could not teach in such way that they themselves had never been instructed. Therefore between 1815 and 1854, opinion in favour of introduction of teacher training gradually began to build up leading to introduction of normal schools in the country. With the first normal schools that were started in 1856, teacher training became an integral part of the Indian education system. The Indian Education Commission (1882) approved introduction of separate teacher education programmes for elementary and secondary teachers. Training colleges affiliated to different universities were opened in a few selected
towns. These colleges conducted programmes called the Licentiate in Teaching, which, later gained the status of a degree, called the B.Ed. Thus, a formal system of teacher education came into being which, even after a lapse of one hundred years, carries close resemblance with its original form. The initial division of jurisdiction for certification of teachers for teaching at the elementary stage given to the State Departments of Education and that for teaching at the secondary stage given to the universities continues to be the practice even today. Certificate for teaching at the elementary stage has been given different names by different states like Basic Teaching Certificate (BTC), Diploma in Education (D.Ed.), Teachers’ Training Certificate (TTC), etc. though all of them are considered equivalent for the purpose of teaching in primary and upper-primary schools. The course that prepares teachers for teaching in secondary schools is called the B.Ed. and equivalent degrees are given by as many as 200 universities.

In the post-independence period school education expanded rapidly. Teacher education also expanded during this period in response to meeting the requirement of teachers for new schools. A large number of new teachers’ education institutions were started by both the State and by private managements. The 6th All India Educational Survey carried out by the National Council of Teacher Education reveals that in 1993-2000, there were about 900,000 schools and about 4.6 million teachers in the country, whereas in 2010-11 about 2000 teacher education institutions are engaged in preparation of teachers for different school stages.

In India a career in teaching continues to be regarded as a noble profession. The satisfaction of having spread the light of knowledge and dispelled the clouds of ignorance in human being, old or young, is unrivalled. Other reasons for opting for a career in teaching could be interest in the subject, secure professional career and regular annual vacations. Teaching as a career has always attracted large numbers of masses. It offers them an opportunity to do a professional job during
school hours and term time, although the normal workload may extend far beyond the formal end of the school day.

Teaching is a highly skilled job and therefore requires adequate training preparation on the part of the teachers. Every teacher should therefore be equipped with proper teaching methodology for playing his role effectively in the teaching-learning process. For this purpose he must clearly understand the concept and meaning of the task of teaching and the mechanism of teaching process through the different variables, operations and phases, etc. involved in teaching. So, it is essential for every teacher to know the concept and mechanism of teaching.

1.1 TEACHING

Teaching should be full of ideas instead of being stuffed with facts. Teaching is an activity which goes on between two parties i.e. the giver and the receiver. Here, the giver, the teacher is a more mature person with more experience of life. The receiver may be an individual, a small group or a big group has less experience and immature. Teaching is usually takes place in the classroom situations and is more of a formal process.

Teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand students. His duty is to encourage students to learn the subjects. Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objective and target is to achieve them.

Many great teachers of world define teaching in different way and we can say that teaching is just to train the students so that they can stand on their own feet in society.

Morrison (1934) defines Teaching as “an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.”
According to Verma (1957), “The teaching and learning process are sharing of educative experiences between the teacher and pupil. It is an effecting and being affected process”.

According to Bar (1961), “Teaching means many different things, that teaching act varies from person to person and from situation to situation”.

According to Gage (1963), “Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.”

According to Amidon (1967), “Teaching is defined as an interactive process, primarily classroom talk which takes place between teacher and pupil and occurs during certain definable activities.” Teaching is generally defined as “imparting” or “providing” knowledge or skill that implies an educational activity involving knowledge transfer from one individual to others. It is a social activity requiring complex yet organized interaction between both the instructors and the students for knowledge acquiring and skill gaining by both parties. According to Ryan (1969), “The process of teaching include all those behaviors or activities of persons as they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of learning of others.”

Bhalla et al (2002), “Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge.”

Teaching may also take place outside the classrooms. The students come in contact with their teacher in the library, in the corridors, in the staffroom, in the canteen, in the playgrounds, in the school assembly ground etc. so the process of teaching goes on there also but is more informal.

Teaching is leaving a vestige of one self in the development of another. And surely the student is a bank where we can deposit our most precious treasures.

Teaching is the art of educating other people. It is very comprehensive and only a small fraction of it has been understood so far.
Mangal (2001): Teaching is a triadic relation-involving the source of teaching (human or material), student and a set of activities designed and manipulated primarily to bring changes in the behavior of students.

It is to be a stimulus to learning in which motivation, i.e., incentive to learning, must preponderate.

According to Deethardt (2007), “Teaching is a process of diagnosis, awareness, experiences, critical feedback, testing.”

Johnston, Halocha and Chater (2007): Teaching is a complex process which involves the development and utilization of subject knowledge and teaching skills.

So teaching is unique, professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others. Teaching is regarded as development. The term development implies shaping behavior and conduct; communication of knowledge and beliefs.

It considers teaching as co-operative enterprise, a two way traffic and a commonly shared phenomenon. It results in the improvement and development of both the participants i.e. teacher and the taught. It considers teaching as a set of properly planned and clearly defined activities that are undertaken for the achievement of certain objectives.

Teaching involves interaction. The personality, attitude, interest and way of exercising desirable influence are some of the factors that definitely count towards effective teaching. A teacher cannot be taken simply as a skilled worker who knows his job by acquiring certain specific skills but one who has the confidence to act from some superior level knowing how to take appropriate decisions and exercise necessary influence for bringing desirable change in the behavior of his pupils.
1.2 THE ESSENTIALS OF GOOD TEACHING

Good teaching can be taught. It has to be observed and practiced, but there are characteristics of good teaching that teachers should know. These can then be applied in the classroom.

Good teaching is, in fact, complex and challenging, and even the best teachers face difficulties translating formal knowledge into effective practice (Blase, 2006). Good teaching depends on:

- Knowledge and technical competence in his/her area of specialization;
- Basic pedagogical knowledge and teaching skills;
- Positive attitude towards teaching profession;
- Knowledge of the subject and teaching resources;
- Critical thinking and problem solving skills;
- Knowledge of students and their learning; and
- Teaching and communication skills

Teachers’ training and professional development are considered essential mechanisms for deepening teachers’ content knowledge and developing their teaching practices in order to teach to high standards.

A Teachers training programme is not effective if it does not help in developing the necessary skills in the trainees. So teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

1.3 SKILLS

A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both.

Dictionary meaning of skill is ‘knowledge’ or ‘expertness’. So teaching is a social process in which a teacher by virtue of his ideal position, status, knowledge and experiences influences the behavior of the less experienced pupil and helps him to develop according to the needs and ideals of the society. It is not
primarily telling only but also helping the other people to learn. That means the focus is on the learners, not on the teacher.

Passi (1976), “A skill is a set of inter-related teacher behaviors aiming at producing pre-decided desirable learning outcomes. These behaviors should be definable, observable, measurable and trainable.

According to Sharma (2004), “Skills are specific behaviors or activities which an individual requires to do a particular job or task. It refers to doing part of the human. It is the manner in which he has to do the work is skill”.

A skill is combined ability and knowledge which allow completing a task to a high standard. Skills are:

- Learnt
- Permanent changes in behavior
- Aimed at achieving a goal
- Learning of the skill is demonstrated by changes in the consistency of performance, making it more efficient and successful

Skills can often be divided into two domains (domain - general skills and domain - specific skills), i.e. domain - general skills include time management, teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job. So a skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

1.4 CHARACTERISTICS OF SKILL

Characteristics of skills are as follows:

(a) A skill is an ability, talent to do something, proficiency, facility, or dexterity that is acquired or developed through training or experience.

(b) Skill is an art, trade, or technique, particularly one requiring use of the hands or body.
It is a developed talent or ability, i.e. writing skills.
(d) Skill is a composite of abilities, techniques and knowledge.
(c) Skill is more goal directed and is seen through improvements or positive changes in one’s performance.
(f) It is an ability that comes from training or practice.

So skill is a special ability acquired through training. Skill acquisition involves learning to execute movements with the minimum effort to achieve predetermined effects. It is a complex process demanding high levels of sensory perception, integration within the central nervous system, and coordination of different organs. There are many kinds of skills.

1.5 TYPES OF SKILL

There are a number of different types of skills:

- Cognitive skill or intellectual skills - require thought processes
- Perceptual - interpretation of presented information
- Perceptual motor - involve the thought, interpretation and movement skills
- Academic skills - Reading, Logic, Critical thinking
- Interpersonal communication skills - involve speech, listening, talking, nonverbal communication, literacy (writing, reading).
- Motor skills - movement and muscle control include walking, arts and crafts, craft, sport
- Innovation skill – introduction of something new
- Life skill – mental and emotional skills enable to better cope and succeed
- Social skill – cooperation, sharing, helping, praising, respecting etc

Fitts and Posner (1967), The learning process is sequential and we move through specific phases as we learn. There are three stages to learning a new skill:
- **Cognitive phase** - Identification and development of the component parts of the skill - involves formation of a mental picture of the skill

- **Associative phase** - Linking the component parts into a smooth action - involves practicing the skill and using feedback to perfect the skill

- **Autonomous phase** - Developing the learned skill so that it becomes automatic - involves little or no conscious thought or attention whilst performing the skill - not all performers reach this stage

The learning of a skill requires the relevant actions to be done, component by component, using feedback to shape and polish them into a smooth action.

A teacher can teach or **learn a new skill by transfer of learning**. It can take place in the following ways:

- **Skill to skill** – In this way a skill developed in one activity has an influence on a skill in another activity. If the influence is on a new skill being developed then this is said to be proactive and if the influence is on a previously learned skill then this is said to be retroactive. Skills related to one topic can sometimes either help or hinder the acquisition of skills related to another topic. When learning from one situation assists learning in another, this is referred to as positive transfer, i.e. mathematics help in statistics.

- **Theory to practice** - the transfer of theoretical skills into practice

- **Training to competition** - skills developed in the training has been transferred into the competition situation.

Rehearsal of the skill must be done regularly and correctly. It can be done only by practice. In the field of education practice of each skill is done only by teaching. Teaching a skill is more objective and tangible in nature, for example, trying to teach an insight. However, the focus is on the learners; Teacher is trying
to help them by using teaching skills and be able to use it with a sense of comfort and confidence. A teacher is a social entity. A poor teacher tells. A good teacher teaches. An excellent teacher demonstrates. An outstanding teacher motivates.

So a good teacher is described as much more than someone who ‘knows their stuff’ or has knowledge of teaching skills.

1.6 TEACHING SKILLS

A teaching skill is that behavior of the teacher which facilitates pupils’ learning directly or indirectly. Teaching skill includes all arts and behavior of the teacher which maximizes pupils’ learning. Teaching skill is that art of the teacher which makes communication between the teacher and pupils sufficiently. Teaching skill is thus defined as a set of teacher behavior which is especially effective in bringing about desired changes in pupil teachers.

Komisars (1966) has tried to analyze teaching into various specific activities like introducing, demonstrating, contrasting, explaining, proving, justifying, explicating, defining, rating, appraising, amplifying, vindicating, interpreting, questioning, elaborating, identifying, designating, conjecturing, confirming etc.

To promote order and learning in the class room every teacher should possess essential teaching skills. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation.

Gage (1964) tried to analyze teaching in terms of technical skills. According to him teaching skills are specific instructional techniques and procedures that a teacher may use in the classroom. They represent an analysis of the teaching process into relatively discrete components that can be used in different combination in continuous flow of the teacher’s performance.

Teaching is both art as well as science as Silverman (1966) expresses it in the following words:
“To be sure teaching – like the practice of medicine – it is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied and described and improved. A good teacher, like a great doctor, is one who adds creativity and inspiration to the basic repertoire.”

According to Skinner (1968), "Teaching is the arrangement of contingencies of reinforcement under which students learn. They learn without teaching in their natural environment, but teachers arrange special contingencies which expedite learning and hastening the appearance of behavior which would otherwise be acquired slowly or making scene of the appearance of behavior which might otherwise never occur."

Passi (1976) concluded that teaching constitute a number of verbal and non-verbal teaching acts, like questioning, accepting pupil response, rewarding, smiling, nodding to pupil response, movements, gestures etc. These acts in particular combination facilitate the achievement of objectives in terms of pupil growth.

Jangira and Singh (1983) have presented the analysis of teaching as below:

“Teaching can be analyzed in terms of teacher behavior at least at three levels viz. component teaching skills, component teaching behaviors comprising the component skill and atomistic teaching behaviors.” From this analysis he concluded that the complex task of teaching may be safely analyzed into limited but well defined components called ‘Teaching Skills’ or ‘Technical Skills’ of teaching.

Ehindero (1990) confirmed that a teachers’ teaching is influenced by the level of his pedagogical knowledge, as different from his subject matter knowledge. It is to be noted that pedagogical knowledge are not exactly the same thing as knowledge of subject matter, they nevertheless are, intimately linked with
it, because teachers’ mastery and use of them in the class-room will indicate the depth of their knowledge of subject matter.

Skills of teaching and good qualities can not be developed in teacher within a short span of training. Training say reorientation of higher education and teacher will help the prospective teachers to understand the environment of the learner and how to modify it (Panda, 1997).

_Ehindro and Ajibade (2000)_ posit that: teaching is a process of continuous personal development and professional self-discovery along side an emerging understanding of the teaching and learning process. If there is art essential to good teaching, it is that of communication. It is very important because teaching cannot occur without the use of oral or sign language communication.

It implies that teacher should monitor their own speech to ensure that their presentation is as clear and logical as possible.

There are many teaching methods as there are teachers in the world. In teaching seven steps and the required skills may be suggested for effective teaching as follows:

- Preparation for instruction (Organizational skills);
- Motivation (Communication skills);
- Presentation of the learning task (Focus skill);
- Inducement of the trial response (Feedback skill);
- Correction of the trial response (Questioning skill);
- Fixation of response (Closure skill);
- Test response (Evaluation skill)

Even though the enumerated skills are interdependent; one is as effective alone as it is when combined with others.

In many spheres of everyday life we come across individuals who excel over others, under similar conditions, in acquiring certain knowledge or skills and prove more suitable and efficient than their peers in certain specific fields. Such
persons are said to possess a certain specific ability or aptitude in addition to intellectual abilities or intelligence, which helps them to achieve success in some specific occupations or activities.

According to McBer (2000), teacher is not only career and nurturer but he should also exhibit nine discrete 'teaching skills' for effective teaching like high expectations planning, methods and strategies, pupil management, time and resources management, time on task, lesson flow, assessment, setting appropriate and challenging homework.

According to Professor David Reynolds and other colleagues as quoted by McBer (2000) there are seven inspection headings of teaching skills:

Figure 1.1:- The Teaching Skills

In addition to the micro-behaviours under the seven inspection headings, teaching skills can be observed in terms of the way the lesson is structured and flows, and the number of pupils who are on task through the course of the lesson.

Asian Institute for Teacher Educators (2001) have considered Teaching Skills specifically those activities of teaching that are specifically effective in bringing about a desirable change in pupils.

Bhushan and Ahuja (2002), the complex task of teaching is analyzed into limited but well-defined components (which are called teaching skills) that can be taught, practiced, evaluated, predicted, controlled and understood.
Aggarwal (2004), Technical skills of teaching are specific aspects of teaching behavior that are considered to be particularly effectively in facilitating desired learning in students.

Moon, Mayes & Hutchinson (2004) indicated that there are three main factors within teacher's control that significantly influence pupil achievement are professional characteristics, teaching skills and classroom climate.

![Diagram of teacher effectiveness](image)

Figure 1.2: The measure of teacher effectiveness

Each provides distinctive and complementary ways that teachers can understand the contribution they make. None can be relied on alone to deliver value added teaching. A trained teacher may exhibit micro behaviour like professional characteristics and teaching skills while untrained teacher lack these micro behaviour.

So Teaching is a skill that is best developed over time. Like all skills, teaching should be developed through practice. By this, teacher training is very specific about the need for both trainees and practicing teachers to reflect on and practice their developing skills.

1.7 DIFFERENT CLASSIFICATIONS OF TEACHING SKILLS

Teaching may be viewed as a group of skills known as Teaching Skills. A Teaching Skill is defined as a group of teaching acts or behaviors intended to bring
desirable change in the pupil’s behavior. Many attempts have been made to classify the teaching skills. Different authors have reported different sets of teaching skills.

**Allen and Ryan (1969)** have given a list of teaching skills that were identified at Stanford University in the U.S.A.

1. **Stimulus Variation**: - Using stimulating material and variation in movement, gestures, interaction techniques and sensory channel in order to alleviate boredom and inattentiveness.

2. **Set induction**: - Preparing students for a lesson by clarifying its goals, relating to the students by prior knowledge and skills by using analogies, demonstrations, and passing stimulating problems.

3. **Closure**: - Assisting students to establish link between new and past knowledge by reviewing and applying material to familiar and new examples, cases and situations.

4. **Teacher silence and non-verbal cues**: - Reducing reliance at teachers talk by encouraging teachers in the proper use of pauses and in the effective use of facial expressions, body movements, head movement and gestures.

5. **Reinforcing pupil participation**: - Encouraging students to respond through the use of praise and acceptance as well as non verbal use such as nodding and smiling.

6. **Fluency in questioning**: - Elimination of unnecessary repetitions of questions.

7. **Probing questioning**: - Skills in framing questions which lead students to elaborate on, or raise their level of responses.

8. **Use of higher questions**: - Questions which elicit student’s responses that require a higher intellectual level from students instead of responses that involve only fact stating or description.
9. Divergent questions: - Questions which elicit student’s responses those are unconventional, imaginative and cannot be judged simply to be correct or incorrect.

10. Recognizing and attending behavior: - Ability to judge while teaching how much the interest the students are taking in the lesson.

11. Illustrating and use of examples: - Ability to illustrate so as to capture the attention of students.

12. Lecturing: - Ability to explain the subject matter.

13. Planned repetition: - Ability to focus attention of the students on some focal points.

14. Completeness of communication: - Ability to communicate with students.
Flenders (1973) conceptualized following teaching skills based on his verbal model of classroom interaction.

Immediately after Student talk

- Skill
  - Responsive skills
    - Skill in selecting student idea
    - Skill of expanding
      - Students ideas
  - Initiative skills
    - Skill of sustaining students participation
    - Skill of relating students Ideas with teacher idea
    - Skill of criticism
    - Skill of lecturing
    - Skill in objective analysis of ideas

Immediately preceding student talk

- Skill
  - Responsive skills
    - Skill in asking questions
    - Skill in asking narrow or open questions
    - Skill in giving directions
  - Initiative skills
    - Skill in asking stimulating questions
    - Skill in asking questions based on his own ideas
Brown (1975) concept of teacher training programme based on Argyle’s social skill model consists of three aspects viz., planning, performance and perception and accordingly the following skills of teaching have been identified:

- **Planning**
  - skill of analyzing topic into components
  - skill of specifying objectives
  - Skill of choosing appropriate methods of teaching

- **Performance**
  - skill of verbal teaching moves
  - skill of non-verbal teaching moves

- **Perception**
  - skill of evaluating his own teaching behavior
  - skill of evaluating their effects upon pupils
  - skill of evaluating change in pupil behavior

Passi (1976) has given the following list of Teaching Skills in his book “Becoming Better Teacher; Micro-teaching Approach”:

1. Writing instructional objectives
2. Introducing a lesson
3. Fluency in questioning
4. Probing questioning
5. Explaining
6. Illustrating with examples
7. Stimulus variation
8. Silence and non-verbal cues
9. Reinforcement
10. Increasing pupil participation
11. Using black board
12. Achieving Closure
13. Recognizing attending behavior

According to Sharma (2004), meaning of various teaching skills has been given as follows

(a) Set Inductions: It means the introduction of the lesson. It links previous knowledge with the present knowledge. It is known as the skill of introduction or set-induction skill.

(b) Stimulus variation: It means changing of gestures and positions by the teacher. If a teacher does not change his gestures and positions during the teaching process it becomes bore and lacks interest. Hence, it is necessary to provide the training to the teachers in the skill of changing the gestures.

(c) Probing Questions: It is concerned with the questions to be asked about the content in more depth. It stimulates the cognitive development of the pupils.

(d) Illustration: There are two teaching methods-continuous lecturing method and demonstration method. The pupil-teachers should explain the concepts through examples and by displaying pictures and charts. It is called the illustrating skills.

(e) Lecture: It is concerned with the effective presentation of the content. The teacher leaves his impressions by using many techniques and tactics through this skill. It is known as “Communication Skill”.

(f) Skill of explaining: It means – use of explaining or connecting links to link the statements or systematic information. When a teacher shows his behavior while explaining the pupils about ‘what’, ‘why’, ‘how’ regarding
(g) **Use of blackboard:** It is important in the class. Its use also needs special training. The necessary components of blackboard work are clarity of handwriting, legibility and rationale of blackboard work.

(h) **Closure:** It means finish some task, i.e. in class the pupil-teacher exhibit various behaviors. If we divide these behaviors in smaller units, these are termed as ‘skills, when a pupil-teacher delivers lecture and sums up properly and in an attractive way, the skill is termed as ‘Closure skill’. The lesson remains ineffective in the absence of proper closure.

(i) **Use of A.V. aids:** It is essential to make teaching task more attractive and effective. As its use also needs a skill, the training of using A.V. aids is also desirable for the teachers.

(j) **Skills for class management:** Both-social as well as educational activities performed in order to create proper environment for learning in the classroom the performance of these activities needs special skill. As these activities manage the class room it is called’ Skill for class management’. Increasing pupil participation: It is concerned with increasing pupil participation, which means – pupils, direct behavior which is observable. This includes both responses and reactions of the pupils along with their own new activities.

(k) **Recognizing Attending Behavior:** On the basis of pupils’ behavior, the teacher selects his own activities and also distinguishes the interesting and boring activities.

Teacher training programme is not effective if does not help in the development of skills among the teacher trainees which are very necessary for teaching. For this neither the theory courses nor the practical courses are adequate. So it is necessary to teacher trainees that practice these skills.
Saxena (2004), for effective teaching – learning process every teacher should practice following teaching skills:-

1. Introduction Skill

**Meaning:** Also known as self-induction skill, it is concerned with the lesson’s initiation. If the beginning of the lesson is effective, its success is almost definite. The introduction of the lesson, keeps active the imaginative and creative power of the teacher.

**Elements:-**

(i). Previous Knowledge: Awareness of previous knowledge of the pupils is must before starting the teaching of new content. It should concentrate on the same topic, which is to be started for teaching. It will create interest in the pupil-teachers for teaching new contents.

(ii). Proper Sequence: Coordination among ideas, questions and statements to be used is a must while starting the lesson.

(iii). Objectives and Aids: Various aids are used keeping in mind the objectives of the lesson. Monotonous type of teaching bores the pupils, which can be controlled by selecting properly and attractive use of audio – visual aids.

(iv). Relationship between contents, Objectives and Statements: While teaching the lesson, the statements to be used must have some relationship with the new contents to be taught and these contents must be selected to the determined objectives.

(v). Duration of introduction: Introduction should be neither lengthy nor too short. Its duration should be restricted to the reaction of interest and motivation in the pupils.

(vi). Capacity of creating interest and motivation: The teacher should have the capacity of creating interest and motivation in pupils.

(2) Skill of Probing Question

**Meaning:** Probing questions are those which help the pupils to think in depth about the various aspects of the problem. By asking such questions again,
the teacher makes the pupils more thoughtful. He enables the pupils to understand the subject deeply.

**Situations for Use of Probing Questions:**

(i) When a pupil expresses his inability to answer some questions in the class or his answer is incomplete, the teacher can ask such questions which prompt the pupils in solving the already asked questions.

(ii) This technique is known as ‘Seeking further Information’ technique, when the pupil answer correctly in the class but the teacher wants to seek the more information.

(iii) Sometimes the teacher can ask probing questions to concentrate the attention of the pupils. Similarly, for the very same purpose, the teacher may ask the same question from other pupil. This is known as ‘Refocusing’.

(iv) In classroom, if the teacher wants introduce the pupils with various aspects of the problem, then he can ask the same question after slight changes in the language. This is known as ‘Redirection’.

(v) In class, the teacher can ask questions bearing ‘why’ in order to develop the reasoning power of the pupils. By getting motivated from such questions, pupils involve themselves in the process of reasoning. This is known as ‘Critical Awareness technique.

**Components of Probing Question Skill**

(i) Prompting: The teacher can ask such questions when the pupil expresses his inability to answer or accepts that “he does not know “.In such questions pupils get some prompting regarding the answer.

(ii) Seeking Further Information: In class, when the pupils are unable to answer any questions or answer partially, then in order to receive complete and correct answer, the teacher can ask such questions by accepting that the answer given is correct, but pupil should reveal more. There can be alternate answer to the question. In this way, the teacher can seek maximum information from the pupils.
(iii) Refocusing: Sometimes, the teachers are not satisfied with the pupils' answers, they draw the attention of the pupils towards different situations where similar problems can arise. This makes the transfer of learning possible.

(iv) Redirection: In class, the teacher tries to develop the reasoning power in the pupils by asking various questions. This enables the teacher to encourage the pupils for maximum participation.

(v) Critical Awareness: In this component, the questions bearing "why" and "how" are asked. By asking such questions, the teacher can develop critical awareness in the pupils.

(3) Lecturing Skill

**Meaning:** The verbal communication of self ideas, concepts, and principles is called lecturing. The teachers use lecturing skill for most of the time to import their ideas and knowledge to the pupils. Most of the time in the class is absorbed by lecturing. Despite the demerits, it is still used frequently.

**Components of Lecturing Skill**

(i) Ability to start lecturing

(ii) The simplicity of the lecture used in the lecture.

(iii) Speed of the lesson.

(iv) Use of the A.V. aids

(v) Repetition of teaching points.

(vi) Change in interaction

(vii) Use of interesting tactics.

(viii) Clarity of the voice.

(ix) Clarity and relationship of the statements.

(x) Ability to sum up the lecture.

The observation and the evaluation sheets for lecturing skill can be prepared following the pattern of introduction skill.
(4) Skill of discussion

Meaning: The teacher has to seek the help of discussion method in the teaching process in order to clarify the subject-matter. The teacher invites the views of the pupils about some teaching points presented before them. The pupils express their views one by one. In teaching process, it is called discussion. Creation of an environment charged with discussion is a part of teacher’s ability. A teacher who has discussion skill is a successful and impressive teacher. It is one who also involves other skill such as skill of introduction, skill of stimulus variation skill of silence and non-verbal cities, skill of reinforcement. The practice of discussion skill accompanies the practice of all these skills.

Components of skill of discussion:
(a) Creation of proper environment
(b) Asking questions
(c) Stimulus variation
(d) Increasing pupil participation
(e) Silence and non verbal clues
(f) Variation in inter-action style
(g) Increasing critical awareness
(h) Developing lecturing skills
(i) Reinforcement

(5) Skill of Demonstration

Meaning: The teaching process can not be completed verbally. The teacher has to do something in the classroom in order to clarify the subject-matter. Sometimes he has to seek the help of demonstration method, specifically in science subjects. For example, if a method of preparing some gas is to be explained in class, the teacher will demonstrate the method of preparing gas in class. Then he will ask other pupils to do the same themselves.

Components of skill of demonstration
(i) Relevancy with the contents
(ii) Pupil participation
(iii) Handling of equipments and materials
(iv) Appropriateness of the demonstration
(v) Visibility of the demonstration work
(vi) Emphasizing cause-effect relationship
(vii) Capability of drawing results

(6) Skill of illustrating with examples

Meaning: In class, complex concepts, thoughts etc. are to be explained to the pupils after simplification. For this, the teacher uses the skill of illustration. When a teacher seeks the help of the pictures, clarification, examples etc. to simplify and clarify the subject matter, it is known as skill of illustrating with examples. It is also known as skill of interpretation.

Objectives of Illustration
1) To make the lesson interesting
2) To link unknown knowledge to the known
3) To simplify and familiarize with the complex and unfamiliar knowledge
4) To use various senses of the pupils.

Precautions while using Illustration
a) It should be related to the specific objectives.
b) It should be related to the main concept
c) It should be interesting
d) It should be according to mental level of pupils.
e) It should of various types.

Approaches of Illustrate:
(i) Non-verbal: Non-verbal approach includes real objectives, model, map, pictures, figure etc.
(ii) Verbal: Verbal approach includes example, word-picture, comparisons, story etc.
Components of skill of Illustration

(1) Selection of simple examples
(2) Interesting examples
(3) Selection of appropriate medium for examples
(4) Selection of proper methods for examples
(5) Appropriate number of illustration
(6) Relationship of concepts and thoughts with the examples
(7) Illustrations and examples given by the pupils
(8) Understanding of concepts

Evaluation sheet

The evaluation sheet of this skill is prepared on the basis of various components of the skill.

(7) Skill of Explanation

Meaning: To present the subject matter in the simplified form before the pupils and making it acquirable is termed as skill of explanation. It is considered necessarily in all the subjects. In its absence the presentation of the subject-matter is not possible. In it such words are used in the statements exhibit the clarity of their meanings. Sometimes when a word is removed from the statements, it becomes vague.

Components of skill of explanation

(a) Coordination in Statement: Used during the explanation it is very essential as otherwise there will be all hotchpotch.
(b) Lack of irrelevant Statement: While presenting the subject-matter, only the concerned statements should be used.
(c) Fluency in language: The teacher should use such fluent language that the pupils may listen and understand the thoughts of the teacher.
(d) Connecting links: The use of words, idioms or connecting links is essential to link the different thoughts or statements, such as ‘therefore’ as a result of etc.
Clear beginning statement: Before starting any explanation, the teacher should make the pupil aware of what is to teach on that day through a clear beginning statement.

Use of proper words: The teacher should use proper words for explaining an object or event otherwise he would be in state of confusion.

Precautions for skill of explaining:
1. It should be in simple language.
2. It should not be given the shape of the advice.
3. The thoughts included in it should be in a sequence.
4. Irrelevant things should not be included in it.
5. It should be according to the age, experience and mental level of the pupils.
6. It should be complicated, lengthy and small according to the objectives of the lesson.

(8) Skill of Stimulus Variation

Meaning: The skilful changes in the stimuli are known as the skill of stimulus variation. The teacher’s teaching in the classroom seeks to make the lesson impressive. For this, he uses various types of methods and techniques. The teacher may present various types of stimuli in order to attract the pupils. Thus he can motivate them. He presents various stimuli such as movement of the body, gesture, change of speech, focusing of the feeling, change in interaction style in the pupils, pause and change in the order of audio-visual aids. The teacher can attract the pupils by changing all these aspects.

Components of skill of stimulus variation
(i) Body Movements: The physical movements of the teacher in the class carry much importance. While excess of physical activities are undesirable, the teacher without these activities like a stone–idol.

(ii) Gestures: Gestures also prove helpful in making the lesson effective in the classroom. These include facial gestures (laughing, raising, eyebrows,
emotions etc.) signals, of eyes, nodding, hand signals (signal to stop, signal to continue the task and signal to keep quiet) etc.

(iii) **Change in speech pattern:** Teacher should bring fluctuations in his voice. The pupils feel boredom with the speech at the same pitch, and they get deviated from lesson.

(iv) **Focusing:** It is used to concentrate the pupils on some specific point or event. In it verbal focusing, gesture focusing and verbal or oral-gesture focusing are included. In the verbal focusing, the words are repeated again and again to concentrate the attention of the pupils is concentrated with the help of gestures towards desirable direction or an object.

(v) **Change in Interactions style:** Interaction between the teacher and the pupils is very essential in the classroom. The style of interaction in the classroom should go on changing.

(vi) **Change in audio-visual sequence:** A continuous change in the sequence of using audio-visual aids concentrates the attention of the pupils upon the teacher. The teacher should use sometimes visual and at other time audio-aids.

(vii) **Pause:** As and where the need arises the teacher should use pauses in his teaching process.

So every teacher trainee should follow and practice above teaching skills to enhance the teaching effectiveness. But every time it is not possible to train all the pupil teachers in all these skills in training programme because of the constraints of time and funds. Therefore a set of teaching skills which cuts across the subject areas has been identified. They have been found very useful for every teacher. The set of these skills are known as Core Teaching Skills.

**1.8 CORE TEACHING SKILLS:** Core Teaching Skills are those teaching skills which cut across the subject areas and are useful for every teacher in teaching any subject.
Objectives of Core Teaching Skills

- Understand the concept of core teaching skill
- Understand the components of core teaching skills
- Prepare micro-lesson plan for each core teaching skill
- Observe the micro-lesson plan for each core teaching skill
- Give feedback for each core teaching skill
- Integrated core teaching skill is a macro-lesson to make it effective.
- Becoming better teacher

List of Core Teaching Skills is as following:

1. Skill of Probing Questions
2. Skill of Explaining
3. Skill of Illustrating With Examples
4. Skill of Stimulus Variation
5. Skill of Reinforcement
6. Skill of Classroom Management
7. Skill of Using Blackboard

1.9 CORE TEACHING SKILLS AND THEIR COMPONENTS

1. Probing Questions
   Components: Prompting, seeking further information, redirection, focusing, increasing critical awareness.

2. Explaining
   Components: Clarity, continuity, relevance to content using beginning and concluding statements, covering essential points.

3. Illustrating with examples
   Components: Simple, relevant and interesting examples appropriate media, use of inducts, deductive approach.
4. Stimulus variation
Components: Body movements, gestures, change in speech pattern, change in interaction style, pausing, focusing, oral-visual switching.

5. Reinforcement
Components: Use of praise words and statements, accepting and using pupils’ idea, repeating and rephrasing, extra vertical cues, use of pleasant and approving gestures and expressions, writing pupils’ answer on the black board.

6. Classroom Management
Components: Call pupils by names, Make norms of classroom behavior, attending behavior reinforced, clarity of direction, check non-attending behavior, keep pupils in Eye Span, check inappropriate behavior immediately.

7. Use of blackboard
Components: Legible, neat and adequate with reference to content covered.

Each of the core skill has been discussed in terms of components, purpose, observation schedule etc. All these teaching skills can be integrated to make teaching very effective and interesting.

Kumar (2008) quoted in his paper on Introduction to micro teaching that NCERT (National Council of Educational Research and Training) in its publication Core Teaching Skills (1982) has laid stress on the following teaching skills:

- writing instructional objectives
- Organizing the content
- Creating set for introducing the lesson
- introducing a lesson
- Structuring classroom questions
- Question delivery and its distribution
- Response management
- explaining
• illustrating with example
• Using teaching aids
• Stimulus variation
• Pacing of the lesson
• Promoting pupil participation
• Use of blackboard
• Achieving closure of the lesson
• Giving assignments
• Evaluating the pupil’s progress
• Diagnosing pupil learning difficulties and taking remedial measures
• Management of the class

All these core teaching skills are extensively used in classroom teaching. All the skills require more practice. Practice of a skill is the second and major component of microteaching. Skill is acquired through different phases of microteaching. Many specific skills have been identified which are to be developed in teacher trainees and these can only be developed by systematic programme i.e. microteaching

1.10 CONCEPT OF MICRO-TEACHING

Microteaching offers prospective teachers the opportunity to learn teaching skills, to study their own teaching, and to study the teaching of others. Microteaching has been described as a "scaled-down" teaching situation, involving 3 to 10 teacher education students in a 5 to 10 minute lesson, which is often videotaped for future reference.

Micro lessons are great opportunities to present sample "snapshots" of what/how to teach and to get some feedback from colleagues about how it was received. It's a chance to try teaching strategies that the teacher may not use
regularly. It's a good, safe time to experiment with something new and get feedback on technique.

Microteaching puts the teacher under the microscope. All the faults of the teacher are observed. And the observer gives a constructive feedback.

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee:

1. to teach a single concept of content
2. using a specified teaching skill
3. for a short time
4. to a very small member of pupils

In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

Micro teaching is a procedure in which a student teacher practices teaching with a reduce number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill.

According to Allen (1966), “Microteaching is a scaled down teaching encounter in class size and time.

According to Allen & Eve (1968), “Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practice teaching under controlled conditions.”

According to Singh (1977), “Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5 to 20 minutes.”

According to Sachdeva (2001), “Microteaching is one of the new practices evolved for modifying the behavior of the teachers.”

According to Saxena (2004), “Microteaching is a new approach has been developed in USA; develop those skills in teachers which are very necessary for teaching.”
So microteaching is a new design for teacher training which provides trainees with information about their performance immediately after completion of their lesson.

1.11 OBJECTIVES OF MICROTEACHING

• To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
• To enable teacher trainees to master a number of teaching skills.
• To enable teacher trainees to gain confidence in teaching.

1.12 CHARACTERISTIC OF MICROTEACHING

• Microteaching is a highly individualized training device
• Microteaching is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule
• It is a student teaching skill training technique and not a teaching technique or method
• Microteaching is micro in the sense that it scales down the complexities of real teaching
• Practicing one skill at a time
• Reducing the class size to 5–10 pupils
• Reducing the duration of lesson to 5–10 minutes
• Limiting the content to a single concept
• Immediate feedback helps in improving, fixing, and motivating learning
• The students are providing immediate feedback in terms of peer group feedback, tape recorded/CCTV
• Microteaching advocates the choice and practice of one skill at a time
1.13 STEPS OF MICRO-TEACHING

The Micro-teaching programme involves the following steps:

**Step I**: Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

**Step II**: The teacher trainer gives the demonstration of the skill in micro-teaching in simulated conditions to the teacher trainees.

**Step III**: The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

**Step IV**: The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

**Step V**: On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

**Step VI**: In the light of the feedback given by the supervisor, the teacher trainee re-plans the lesson plan in order to use the skill in more effective manner in the second trial.

**Step VII**: The revised lesson is taught to another comparable group of pupils.

**Step VIII**: The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

**Step IX**: The ‘teach – re-teach’ cycle may be repeated several times till adequate mastery level is achieved.

1.14 MICRO-TEACHING CYCLE

The six steps generally involved in micro-teaching cycle, i.e. Plan, Teach, Feedback, Re-plan, Re-teach, Re-feedback. There can be variations as per requirement of the objective of practice session.

The microteaching cycle based on the following steps:
(i) Writing the micro-lesson plan
(ii) Teaching
(iii) Feedback is given
(iv) Re-planning the lesson
(v) Re-teaching the lesson
(vi) Re-feedback is provided

These steps are diagrammatically represented in the following figure:

![Diagram of a Micro-teaching Cycle]

**Figure 1.3:** Diagrammatic representation of a Micro-teaching Cycle

- **Plan**: This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

- **Teach**: This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized (in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

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• **Feedback**: This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

• **Re-plan**: The teacher trainee re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

• **Re-teach**: This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

• **Re-feedback**: This is the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

Time duration for the microteaching is:
* Teach : 6 Minutes.
* Feedback : 6 Minutes.
* Re-Plan : 12 Minutes.
* Re-Teach : 6 Minutes.
* Re-Feedback : 6 Minutes.

### 1.15 PHASES OF MICRO-TEACHING

There are three phases of the Micro-teaching process. They are:

1. Knowledge Acquisition Phase.
2. Skill Acquisition Phase.
3. Transfer Phase of Micro-teaching.
1. Knowledge Acquisition Phase (Pre-Active Phase)

It includes the activities such as:

- Provide knowledge about teaching skills.
- Observe the demonstration of teaching skill.
- Analyze and discuss the demonstration of the teaching skill.

2. Skill Acquisition Phase (Inter-active Phase) It includes the activities such as:

- Planning and preparation of micro lesson for a skill.
- Practicing the skill.
- Evaluation of the practiced skill (Feedback).
- Re-plan, Re-teach and re-feedback till the desired level of skill is achieved.

3. Transfer Phase (Post –Active Phase)

It includes the activities such as:

- Giving opportunity to use the mastered skill in normal classroom teaching.
- Integrate the different skills practiced.

The last step of Transfer phase is very important for an effective teacher, i.e. Integration of different teaching skills.

1.16 INTEGRATION OF TEACHING SKILLS

When mastery has been attained in various skills, the teacher trainee is allowed to teach the skills together. This separate training programme to integrate various isolated skills is known as integration of teaching skill.

Integration of teaching skills is the ability on the part of pupil teacher to perceive with precision the teaching situations in its entirety, select and organize the teaching skills in the desired sequence to form effective patterns for realizing the specific instructional objectives and use them with ease and facility.
1.17 STEPS FOR INTEGRATION OF TEACHING SKILLS

Integration of skills can be done in two ways;

A) Integration in parts: 3 or 4 teaching skills are integrated and transferred them into a lesson of 15-20 minutes duration. And again 3 -5 skills are integrated and are transferred all the skills to one lesson.

B) Integration as a whole: Student teacher integrates all the individual teaching skills by taking them as a whole and transferred them into a real teaching situation.

1.18 IMPORTANCE OF INTEGRATION OF TEACHING SKILLS

Importances of integration of teaching skills are as follows:

i) It helps the trainee to transfer effectively all the skills learnt in the micro teaching sessions.

ii) It helps to bridge the gap between training in isolated teaching skills and the real teaching situation faced by a student teacher.

1.19 IMPORTANCE OF MICRO-TEACHING IN TEACHING SKILLS

1. It has skilled supervision.
2. It gives constructive feed back.
3. It has the component skills approach.
4. It helps to develop and master important teaching skills.
5. It helps to accomplish specific teacher competencies.
6. It caters the need of individual differences in the teacher training.
7. It is more effective in modifying teacher behavior.
8. It is an individualized training technique.
9. It employs real teaching situation for developing skills.
10. It reduces the complexity of teaching process as it is a scaled down teaching.
11. It helps to get deeper knowledge regarding the art of teaching.
12. It focuses on sharpening and developing specific teaching skills and eliminating errors.
13. It enables understanding of behaviors important in teaching.
14. It increases the confidence of the learner teacher.
15. It is a vehicle of continuous training for both beginners and for senior teachers.
16. It enables projection of model instructional skills.
17. It provides experts supervision and constructive feedback.
18. It provides for repeated practice without adverse consequences to the teacher or his students.

Microteaching is a useful device for pre-service and in-service teacher teaching. Teachers can improve their competency of teaching. It is a highly individualized type of teacher-training technique. It provides remedies for individuals as well as group difficulties. It also enables the child to learn for himself. Here the activity of teaching as a whole is broken down for the learning purpose into its individual components (skills).

Mayhew (1982) found in his research that microteaching offers prospective teachers the opportunity to learn teaching skills, to study their own teaching, and to study the teaching of others.

The trainee supervisor relationship is very important to the microteaching experience. Studies have shown the impact and importance of supervisors' expectations and feedback. Research has also noted the popularity of microteaching in teacher education programs, due to proven effectiveness in imparting teaching skills.

Raghu and Reddy (2007), 65.5% of the student teachers are favorable, 34.5% of the student teachers are un-favorable with regard to their attitude
towards micro-teaching. Both the male and female student teachers disposing towards micro-teaching. There is a significant difference between science and arts student teachers with respect to their attitude towards micro-teaching. So microteaching is a skill training technique, necessary for teacher educators. The purpose of microteaching is to train the student teacher for acquiring teaching skills.

The aim of all teaching activity is to facilitate and support student learning. Doing this in the best possible way is to show teaching skill. Teaching qualifications and teaching skills support student learning. Support for student learning can take many different forms. Some support activities can be directly perceived by the students. Other activities are less apparent, but still important since they help create good working conditions for teachers and students and thereby have an influence on student learning.

Teaching (including supervision and examination), the preparation of study guides and learning material, the development of courses and new methods, efficient administration and good pedagogical leadership are examples of different types of pedagogical work. Of importance is also what the teacher has done to develop and maintain his or her pedagogical competence.

The different pedagogical activities of a teacher have performed all part of his or her teaching qualifications. These teaching qualifications are what the teacher presents as a basis for an assessment of teaching skills.

Teaching skills are related to the way in which the teacher has performed the activities. The assessment of teaching skills should focus on how the teacher works, not what the teacher has done.

1.20 SKILL ASSESSMENT

The Skills Profiler includes the following teaching skill areas:

# Providing Effective Feedback to Learners
# Classroom Management

# Tailoring Classroom Instruction to Fit Learner Needs

# Facilitating Learning-to-Learn Skills and Abilities

# Fostering Group Learning Processes

Description of skill profiler using for skill assessment as follows:

**Providing Effective Feedback to Learners**

**Description:** Providing feedback to learners is a key to building and maintaining learner motivation. The right feedback can propel learners forward while improper feedback can slow progress.

**Components:** Providing encouragement to improve performance and maintain motivation, and dealing with positive and negative aspects of performance.

**Classroom Management**

**Description:** Establishing and maintaining a classroom climate conducive to learning is essential. This is a continuous challenge that changes yearly and is subject to the "luck of the draw." Without this skill, teachers often become frustrated and dissatisfied with the profession.

**Components:** Setting up classroom rules, dealing with minor infractions, and responding to persistent behavior problems.

**Tailoring Classroom Instruction to Fit Learner Needs**

**Description:** Adapting how to teach to meet the needs of each learner is very important to effective teaching. It is also very challenging and if done properly can result in greater achievement gains.
Components:- Analyzing learning problems/styles to enhance learning outcomes, use of tests and testing as a performance support tool, and dealing with low performing learners.

Facilitating Learning-to-Learn Skills and Abilities

Description:- Analyzing learning problems/styles to enhance learning outcomes, use of tests and testing as a performance support tool, and dealing with low performing learners.

Components:- Enhancing skills and abilities related to managing the learning environment, taking tests, and understanding and remembering important information.

Fostering Group Learning Processes

Description:- Above-average achievement can result from group learning activities. However, these activities are difficult to plan and may require an extended period of time to implement with a particular group.

Components:- Setting up groups, encouraging positive group interaction, and promoting cooperation/cohesion within a group setting.

A research-based definition of teaching skills by International research studies emphasizes three aspects when defining teaching skills.

They focus on

• What teachers do (different kinds of abilities)
• Different kinds of knowledge that teachers need in order to be able to act in the best possible way
• Attitudes and underpinning values that teachers embrace and apply.

What teachers do and the consequences of that is the immediately visible part of teaching skills. Knowledge and attitudes are underlying factors that shape a teacher’s actions. To uphold teaching skills there is a need for continuous updating
of knowledge and development of competence. Cooperation with others, within and outside higher education, is one way to demonstrate teaching skill and can also help to develop it further. So there is always have need of forward looking description and this can only be described through the aptitude. Aptitude describes skills of a person and has the ability to learn in the future. Skills are something that a person learns in a course of time and often he works towards that direction and also he inculcates skills in himself. But aptitude is much different and it does not say that the person has taken any training for it; aptitude is the qualities intrinsic to him. Skills, abilities and aptitudes are similarly related but distinct, descriptions of what a person can do.

Skills are a backward looking description, and describe what a person has learned to do in the past.

Abilities are a present description, and describe what a person can do now, including things which were not explicitly learned skills.

Aptitudes are a forward looking description, and describe skills a person has the ability to learn in the future.

### 1.21 APTITUDE

An aptitude is an innate potential influenced by favorable environmental conditions to do a certain kind of work at a certain level. Aptitudes may be physical or mental. Aptitude refers to an individual’s underlying potential for acquiring skills. Aptitudes are special abilities in a particular field of activity. It is defined as "capability; ability; innate or acquired capacity for something; talent." It is readiness or quickness in learning.

Etymologically Aptitude derived from Latin word ‘aptitudo’. It means apt, fit i.e., talent, suitable.

Aptitude is variously defined as innate learning ability, the specific ability needed to facilitate learning a job, aptness, knack, suitability, readiness, tendency, or natural or acquired disposition or capacity for a particular activity.
Aptitude may be described as a special ability or capacity distinct from the general intellectual ability which helps an individual to acquire the required degree of proficiency or achievement in a specific field. According to business dictionary Aptitude defined as an intellectual ability of an individual to learn material sufficiently so that he can properly perform the business task required on the job. Some individuals have a natural talent and tendency for specific business areas.

Aptitude is a quality somebody possesses since the time of his birth and he doesn't develop it at the later part of life. There is no certain category of quality that defines the aptitude of a person and it can be both mental and physical.

However, to obtain a clear understanding of the term aptitude let consider some of the definitions given by different scholars:

According to Bingham (1937): Aptitude refers to those qualities characterizing a person's way of behavior which serve to indicate how well he can learn to meet and solve a certain specified kinds of problems.

According to Freeman (1971): An aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill, or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work.

John Carroll (1973) stated that aptitude reflects not a predilection for proficiency but rather a potential rate of acquisition by older learners, under optimal conditions of motivation, opportunity, and quality of instruction. He stated that although aptitude remains constant, the role of played by aptitude in achievement can vary as the other variables vary.

According to Aggarwal (1996) An aptitude is a set of conditions or set of characteristics as indicative of one’s potentialities of success or failure in a course or job or vocation.

Kar (2001). “An aptitude is the capacity to profit from training in some particular skill.”
Muellerleile (2005). Aptitude is an innate ability; talent: an aptitude: readiness or quickness in learning; intelligence. It is a natural talent or ability possessed from birth (which can be acquired as learned skills).


According to Sharma (2006), “An individual’s aptitude, we mean the capacity to acquire proficiency under appropriate conditions that is, his potentialities at present, as revealed by his performance on selected tests that have predictive value.”

According to Mangal (2006), “Aptitude may be described as a special ability or specific capacity distinct from the general intellectual ability which helps an individual to acquire the required degree of proficiency or achievement in a specific field.”

So aptitude is an individual’s ability to learn or to develop proficiency in an area if provided with appropriate training or education.

Aptitudes are thus natural talents, special abilities for doing, or learning to do, certain kinds of things. Positive aptitudes help to cope more easily with the daily affairs of life. It brings optimism into one’s life, and makes it easier to avoid worry and negative thinking. It will bring constructive changes into life, and makes the individual happier, brighter and more successful. With a positive aptitude individual sees the bright side of life, become optimistic and expect the best to happen. It is certainly a state of mind that is well worth developing and strengthening.

So high aptitude has much importance in every field of life, and it requires following 3 elements, which strengthen it:

1.22 ELEMENTS OF APTITUDE

1. Keen awareness – the more aware individual are, the better the choices he makes and the more effective he will be. It is easy to become aware of his
strength; however, becoming aware of his shortcomings is more difficult because one doesn’t want to see himself in that light. It is important though to look at oneself honestly and give an accurate assessment of one’s ability. The more individual know what he doesn’t know, the more he will learn.

2. **Practice** – it does truly make perfect. The more individual does something the better he becomes at it and the more success he achieves. High aptitude comes from doing; acting on the things one learns.

3. **Mentorship** – this goes both ways in improving aptitude. While it is vital to one’s personal growth and leadership that he finds and follows mentors, it is equally vital that he mentors others. Although this is also a form of leading others, it can do wonders for ones own personal leadership.

   The more individual shares his knowledge and experience with others, the more room he creates to fill up on more knowledge and experience. One of the best ways to keep learning is to teach.

   If one can master of these 3 elements, his aptitude – his skill level will improve significantly in any profession. So for the Profession of teaching, one should have high and positive teaching aptitude.

### 1.23 TEACHING APTITUDE

Teaching aptitude includes traits like love for reading, interest in people and event, originality and creative power, patience, interest in co-curricular activities, good health, good character and sympathetic imagination.

Teaching aptitude may refer to a person’s capacity or hypothetical potential for acquisition of certain characteristics, mental abilities and inclination involved towards the teaching profession with respect to which the individual has had little or no previous training. Hunn and Machean say that aptitudes are latent potentials. These are undeveloped capacities to acquire demonstrable abilities and skills in certain areas.
It is a constant unitary trial that would facilitate the learning of some activities. Therefore, it becomes essential for a guidance worker to know that aptitude is a capacity to learn certain skills and abilities, which are important for success in a particular area of work. A person cannot succeed in a branch of learning or in an institution and in life are mostly due to this fact alone. Therefore, we should select only that course of studies and also that profession for the developing child for which he has aptitude.

Teaching aptitude is necessary for the teachers to do their holy job. Without having considerable amount of teaching aptitude, any teacher can not perform his/her duty properly. So teaching aptitude is that in accordingly the teacher should know the art of teaching with a deep insight into child psychology. He should always deal with the students in a just manner. He should not lose his self-control on mistakes his students may commit, and instead he should understand their feelings and ego, and try to understand and resolve their difficulties with grace while keeping him cool. He should not feel ashamed or humiliated to accept his mistakes whole heartedly.

According to Traxler (1957): Aptitude is a condition, a quality or a set of qualities in an individual which is indicate of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language.

An aptitude is thus best understood as a stable ability of an individual that is readily available as a resource, which can be applied to specific tasks requiring this ability, thereby enhancing higher potential for learning.

According to Ruth Ekstrom (1974), “The knowledge of teaching is more complex concept. It involves not only the techniques of classroom management, but also the methods and materials, which can be used in teaching a given subject.
It also includes the ability to know what methods and materials should be applied to different student and when each is appropriate or inappropriate.”

Snow (1997), Aptitude means aptness, inclination, tendency, propensity, predisposition, fitness, or suitability for performance in some situation, usually involving formal or informal learning. Its meaning is akin to the concepts of susceptibility and proneness. It admits motivational, volitional, affective, social, and psychomotor, as well as cognitive, characteristics of learners as part of the concept of aptitude. It also carries the strong implication of readiness for some particular learning situation and mutual person/situation compatibility in this condition.

According to Chauhan (1999), Aptitude means an individual’s aptitude for a given type of activity, the capacity to acquire proficiency under appropriate conditions that is his potentialities at present as revealed by his performance on selected tests have predictive value.

According to Mohan (2004) Discovery of human potential and human resource development is the current educational trend. This predictive human potential in a certain area, aptitude, is a combination of characteristics indicative of an individual’s capacity to acquire some specific knowledge, skills, or a set of organized responses.

So teaching aptitude is the capacity or ability to acquire proficiency in the field of teaching under appropriate conditions. The capacity to learn readily and to achieve a high level of skill in a specific area, such as teaching. Aptitude refers to an individual's potential rather than actual accomplishment. Although it might sound counterintuitive to some, there are indications that attitude can outweigh aptitude in determining whether skills are attained.
According to Babu and Rao (2007), “Teaching aptitude is a capacity to acquire proficiency or skill, with a given amount of training.”

Srivastava and Pratibha (2009), “Teaching aptitude refers to the qualities, traits and skills pertaining to teaching which a person possesses naturally or acquires through self-effort and which gets reflected in his inclination towards teaching and are helpful to him in performing his job dexterously.”

Thus, an aptitude is a measure of the probable rate of learning, which results in interest and satisfaction. Aptitudes are often used synonymously with talents and specific abilities, which are actually manifested concepts, judged through performance parameters.

1.24 IMPORTANCE OF TEACHING APTITUDE
1. Aptitude includes both inborn capacity and the effects of environment on the individual.
2. Learning in any area is conditioned by the learner’s readiness to learn.
3. A specific attitude in the form of talent may show itself early and respond readily to training in future.

So Aptitude is a combination of characteristics indicative of an individual’s capacity to acquire some specific knowledge, skill or set of organized responses such as the ability to become a teacher.

Without Aptitude we could not transform Attitude into Successful Action, and having the right Attitude is a form of Aptitude, because in order to be successful a person must develop the skill of maintaining mental focus. A successful person doesn’t allow themselves to be burdened with past failures nor do they allow victories to cloud the judgment of current situations.

Attitude is related to existing abilities and skills with certain perceptions while aptitude is the potential ability to acquire skills, abilities and knowledge.
1.25 ATTITUDE

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual’s prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events).

An attitude is defined as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual’s world. It is a hypothetical construct that represents an individual’s degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event-- this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

Attitude has been defined by many psychologists. Some of these definitions are given below:

Newcomb (1950) has clarified the point just revealing that an expression of preference is not an attitude but a motive pattern. Hence in an attitude, the process of motivation, emotion, perception and thought are present. Attitudes are simply expressions of how much we like or dislike various things. Any given attitude is a summary of the evaluation made of different characteristics of the attitude object.

According to Fishbien and Ajzen (1975), “attitudes have three components: Affect, Behavioral tendencies, and Cognition. The Affective component describes one’s emotional reactions towards attitude object; The Behavioral component includes behaviors associated with the attitude object; and
The Cognitive component includes beliefs, facts and information about the attitude object.

According to Fisher (1977), the concept of attitude has had more definitions than any other concept in social psychology.

Attitudes are formed by direct experience as well as by implicit learning and may reflect personality (Zimbardo & Lieppe, 1991).

Attitudes are functional enough as much as they simplify complex subjects, express fundamental values and beliefs, and mediate or guide behaviour (Brock & Shavitt, 1994).

According to Fazio and Roskes (1994) “attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and process social information”.

Some people have such a defeated attitude, expressing no hope, no happiness, no pleasure, no enthusiasm, no real communication, that they are eventually called loners.

Attitudes are evaluation statements, either positive or negative, about objects, people or events. Attitudes express how an individual feels about something (Robbins 1994).

Attitudes are considered to be worth studying and analyzing as one of the indicators of behavior while examining the individual’s behaviors. Attitudes affect both our social perception and behaviors. Attitude is a tendency which is attributed to the individual and which forms his thoughts, feelings, and behaviors about a psychological object (Kagitcibasi 1999).

Attitudes are typically conceptualized as having three related components: cognitive (i.e., the idea or assumptions upon which the attitude is based), affective (i.e., feelings about the issue), and behavioral (i.e., a predisposition toward an action that corresponds with the assumption or belief) (Wood, 2000).
Kar (2001), an attitude is a predisposition to react in certain way, a readiness to react and a determining tendency.

According to Skinner (2004), Attitude have been defined as ideas with emotional content, important beliefs, prejudices, biases, predispositions, appreciations, and as states of readiness or set.

Muellerleile (2005), Attitude is a manner, disposition, feeling, position, etc. with regard to a person or thing; tendency or orientation, esp. of the mind; a cheerful attitude. In other words (and for our purposes now), Attitude is a way of looking at things

So an attitude is an emotional reaction towards a person or thing. It is a personal response to an object developed through experience, which can be characterized as favorable and unfavorable.

The following conclusions can be drawn about attitude:

- An attitude is the affect for or against a psychological object.
- Attitudes are stored cognitions that have some positive and negative associations.
- An attitude is a consistent system of beliefs, emotions, and behaviors organized around a particular object.
- Attitudes are the core of our likes and dislikes for certain people, groups, situations, objects, and intangible ideas.
- An attitude is an idea charged with emotion which predisposes a class of actions to a particular class of social situations.
- An attitude is an overall learned core disposition that guides a person's thoughts, feelings, and actions towards specific others and objects.
- An attitude is an enduring, global evaluative response toward something, which predisposes behavior.
So attitude could be defined as a consistent tendency to react in a particular way—often positively or negatively toward any matter. Attitude possesses both cognitive and emotional components.

Attitude can be a healthy, sharing, loving treasure of hope, and allowing everyone else to feel hope, energy and interest. The manner in which individual approaches any situation, is crucial to the results that he ultimately achieve. If he maintains a positive attitude, he will always be able to find the upside in almost any situation. Our attitude determines our mindset; it is the foundation on which we responses it.

Attitude is the underlying way we think, feel and act -- how we react to the world around us. It determines the quality and effectiveness of all of our thinking, emotions and behavior ... and, thereby, the positive or negative consequences of that behavior.

Attitude is based upon our expectations and perceptions and on our definition of reality.

1.26 CHARACTERISTICS OF ATTITUDE

a) Attitude is about a psychological object,
b) Attitudes involve readiness to react,
c) Attitudes have the power to motivate,
d) Attitudes can be stable,
e) Attitudes involve evaluation,
f) Attitudes cannot be observed directly but represent a tendency which can be implied from the observable behaviors of the individual and is attributed to the individual.
1.27 NEED AND IMPORTANCE OF ATTITUDE

- Attitudes serve as one way to organize our relationship with our world. They make our interactions more predictable affording us a degree of control.
- Attitudes also enable us to reduce the vast amount of information that we possess into manageable units. All the beliefs we have about our institution could be summarized and thus our attitude represents the combination of many bits of information for us.
- Use the others' attitudes to make judgments about them. It has been found consistently that the more similar our attitudes are to those of others, the more we like them.
- Attitudes are also useful in predicting the behavior of an individual. So Attitudes are important predispositions, help in making important judgments. They are of many types.

1.28 TYPES OF ATTITUDE

There are basically three kinds of attitude:-

- Positive,
- Neutral
- Negative

- **Positive attitude:** When an attitude towards a situation or subject is positive, then the person tends to be receptive and he makes an effort to understand. He gathers data, analyses, relates, synthesizes, organizes, systematizes and integrates.

- **Negative attitude:** - If a person’s attitude is negative then he sets up barriers and filters, accepts data and ideas selectively. He rejects, ignores, distorts,
minimizes some things and exaggerates others, and criticizes destructively. This is generally done because of previously accepted ideas with which the new ideas are incompatible or thought to be incompatible, or accidentally acquired likes and dislikes, addictions and phobias.

- **Neutral attitude:** The neutral attitude tends to be indifferent and though it accepts and rejects according to whether things are compatible and consistent with each other, it leads to no great effort and allows incompatibilities and inconsistencies to exist.

In general, all three attitudes are required and each acts as a corrective to the defects of the other. The positive attitude toward something may also lead a person to the negative attitude towards the opposite and therefore to rejection, selectivity and illusion. The negative attitude against some idea may lead to a positive attitude to the opposite idea and this may lead to invention, fantasy and self-deception.

The positive attitude is known as optimism where as the negative is pessimism. An individual with positive attitude always thinks of winning and staying ahead. On the contrary, the individual with negative attitude always thinks of defeating others thereby trailing behind forever. It draws the thin line between the individual with positive and negative attitude. An optimist always looks at the prospects in a given problematic scenario. On the other hand, the pessimist always looks at the problems in a given positive scenario. Individuals can change their feelings for better to build right skills and abilities. The blend of both attitude and aptitude ensures success.

### 1.29 KEY STEPS TO BUILD POSITIVE ATTITUDE:

To maintain a positive attitude, it is important that believe in following three things:
1. **Believe in choice** – Individual must believe in his/her ability to choose attitude and responses in any given situation. No matter how hard it may seem and how he responds to circumstances and the people around him. He is the master of his own fate and the choices he makes determine it.

2. **Believe in possibilities** – Make no assumptions and embrace change; believe in possibilities. When individual believes in possibilities, it opens the heart and mind to new worlds; some of which have only imagined and even the ones have not by him. This mindset significantly impacts the attitude in a positive way because when he is open instead of closed, his experiences are richer and he feels a whole lot better.

3. **Believe in the future** – Attitude will be acutely affected by hope for the future. If individual has no hope then his attitude will be one of pessimism and cynicism. If he truly has hope for the future and a better tomorrow then his attitude will reflect it.

   Approach towards life and outlook for the future are thus the fuel for a positive attitude. Without a positive attitude, it will be hard to imagine a better tomorrow. This is why mindset is so important to ones success and to improving personal leadership / identification.

   Attitude cannot be observed but always inferred from behavior. The process measuring attitudes therefore can be conceptualized as consisting of three stages:

   - Identification of the types of behavior samples that are acceptable as a basis for inferences,
   - Collection of the samples of behavior,
   - And treatment of the behavior so as to convert findings about them into a quantitative variable.
1.30 FACTORS THAT DETERMINE ATTITUDE:

There are many factors that determine the people attitude. It is a fact that people are not born with attitude but they develop these as they mature.

There are three primary factors which can determine the attitude:-

- Environment
- Experience
- Education

Environment: The environment consists of positive and negative influences at home. It could also consist of peer pressure at the school and college level.

In today’s environment of media revolution, television plays a great role in building the environment. There are many other factors such as religious, cultural, social and political backgrounds, which can be very vital in building the environment which ultimately results in framing the attitude of the people.

Experience: It is always find that the behavior of a person changes according to the past experience with the person. If a person has a positive experience in the past with the other person, his attitude towards him becomes positive and in case there are some negative experiences, the attitude immediately turns into negative.

While one needs to certainly keep past in mind while dealing with people at various levels, it is essential element that the person must try to think and act positively while dealing and interacting. Experience in the past could be bad, mad, and sad but it can turn out to be better with a positive reinforcement of the event / interaction provided one has a positive attitude.

Education: There are two types of education, which can be primarily responsible for building the right attitude. There are informal and formal education processes involved. A teacher can play a vital and key role in building the attitude. If the teacher himself in the form of a negative influence, it can deteriorate the student and student can follow the wrong steps by the path shown by the teacher. The teachers have to act as role model and whatever they preach must be first practiced by them before they ask the students to follow. A teacher, therefore, is one of the
key essential factors for building the attitude of the future generations. The education system and education can teach the student how to make a living but can also teach how to live.

These three elements of factors can determine and shape the future of a person and hence it becomes the responsibility of both the parents and teachers to come out openly to build up the positive strength in the individual personality.

So attitude affected by various factors and many times these factors change the attitude of individual.

1.31 ATTITUDE CHANGE

Lives are filled with attempts to change attitudes, to influence the decisions, or to persuade to do one thing or another. There are several phenomenon of attitude change. Attitudes can be changed through persuasion and we should understand attitude change as a response to communication. The following characteristics that can affect the persuasiveness of a message and play role in attitude change:

1. **Target Characteristics**: There are some characteristics that refer to the person who receives and processes a message. One such trait is intelligence - it seems that more intelligent people are less easily persuaded by one-sided messages. Another characteristic that has been studied in this category is self-esteem. Although it is sometimes thought that those are higher in self-esteem, are less easily persuaded, there is some evidence that the relationship between self-esteem and persuasibility is actually curvilinear, with people of moderate self-esteem being more easily persuaded than both those of high and low self-esteem levels. The mind frame and mood of the target also plays a role in this process.

2. **Source Characteristics**: The major source characteristics are expertise, trustworthiness and interpersonal attraction or attractiveness. The
credibility of a perceived message has been found to be a key variable here; if one reads a report about health and believes it came from a professional medical journal, one may be more easily persuaded than if one believes it is from a popular newspaper.

3. **Message Characteristics**: The nature of the message also plays a role in persuasion. Sometimes presenting both sides of a story is useful to change attitudes.

Thus attitude play an important role in the personality of individual. Change in attitude gives new shape to the personality. Positive and negative changes depend upon the intelligence of individual. And all this possesses by cognitive and affective components.

Attitudes are judgments. They develop on the ABC model (affect, behavior, and cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

### 1.32 COMPONENTS OF ATTITUDE

Attitude is an evaluation of a person, object, or idea. The focus of one's attitude, or what they are evaluating, is called the attitude object. Attitudes can be broken down into three different parts which together create an evaluation of the attitude.

1. **Affective Component** - This consists of the emotional reactions have to an attitude objects. For instance, if an individual has a favorite singer and he hears his voice come on the radio he might have feelings of happiness or excitement.
there is a car and individual thinks it ugly looking he might feel annoyed when he spots one on the road.

2. **Behavioral Component** - This consists of actions or observable behavior that is the result of an attitude object. If he hears a song he likes on the radio then he might go home and research the singer so he can buy the album. He might then spend all his free time listening to this album. The attitude object has changed his behavior and actions.

3. **Cognitive Component** - These are the thoughts and beliefs people about an attitude object. For instance, individual might like a singer because he or she has a melodic voice and catchy lyrics. He might also believe that the singer is a lot like he is which makes the music easier to relate to.

When these three components are combined they work to create an overall attitude about an attitude object.

Attitudes might be linked to one's genetic makeup. Studies have shown that identical twins share many of the same attitudes, while fraternal twins differ in opinion. Temperament and personality are formed in part by our genetics, and these factors can influence the attitudes we form. For instance, someone who is born with a mellow, easy-going personality might prefer listening to soft rock rather than heavy metal.

Of course, attitudes are not only the result of genetics, but are also formed because of social experiences that involve the affective, behavioral, and cognitive components. So an attitude is defined as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual’s world. It is a predisposition to react in a certain way, a readiness to react, and determining tendency.
So attitudes are habitual ways of reacting to situations. Freeman defines attitudes as, “a dispositional readiness to respond to certain situations, persons, objects in a consistent manner which has been learnt and has become one’s typical mode or response.” Consequently attitude towards teaching is nothing but one’s reaction to teaching learning situations.

1.33 ATTITUDE TOWARDS TEACHING

Although teaching must be evaluated during the tenure and promotion process, members of the University disagree about the impact of teaching in tenure and promotion decisions. Some people believe teaching is favorably considered in the tenure and promotion process, while others view teaching as having a neutral or negative impact on the process. The purpose of this research is to ascertain how prospective teachers perceive teaching influences.

Teachers’ attitudes towards teaching have an effect on their classroom performance. Smith (1993) schematized this cause and effect relationship as follows;

Figure 1.4:- The cycle of the relationship between attitudes and teaching practices (Smith, 1993).

Figure indicated that, teachers’ attitudes towards teaching have an effect not only on their teaching practice, but also on their students. That’s why they have a crucial role in making students have high or low attitudes towards any subject.
Attitude could be defined as a consistent tendency to react in a particular way—often positively or negatively toward any matter. Attitude possesses both cognitive and emotional components.

Attitudes toward teaching, according to the authors Cook, Leeds and Callis (1951) include the success of teacher-pupil relationship and the teacher’s satisfaction with own profession.

Fazio and Roskes (1994), said, “attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and process social information”.

In most situations the three components appear concomitantly to shape teachers’ classroom postures, through a direct and indirect interaction between society, school and teachers. Leite (1994) raises questions about how does society see the need for change, what are its demands, what is considered modern, and how do these beliefs influence teachers’ views and behavior in school.

According to Aggarwal (1996) Attitude is a point of view, substantiated or otherwise, true or false which holds towards an idea, object or person. It includes certain aspects of personality such as interests, appreciation and social conduct.

Research findings on teachers’ attitudes (Brunning et al., 1999), established the following facts: Teachers characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectation promote learners’ motivation.

According to Eggen and Kauchak (2001), ‘positive teachers’ attitudes are fundamental to effective teaching. A teacher must be interesting. That is the teacher must work his students into such a state of interest in what the teacher is going to teach him that every other object of attention is banished from his mind. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject are.
Teacher attitudes are often translated into specific classroom and instructional practices which in turn affect student behavioral and learning outcomes (Cook, 2002).

Teacher’s attitude is an important variable in classroom application of new ideas and novel approaches to instruction (Reinke & Moseley, 2002).

According to Sharma (2004) An Attitude is mental and neutral state of readiness, exerting directive or dynamic influence upon the individual’s response to all objects and situations with which it is related to.

The competent, professionally trained and enthusiastic teachers are required to teach at this level. A teacher with the right attitude makes a lasting impact on student learning. There are yet others who do a seemingly impressive job, and yet have little lasting impact on student learning, if one defines learning beyond what is measured in our examinations. There is no single technique of teaching that works well with all the people for all the subjects/topics at all times. If there is one thing that always works, it is the attitude of the teacher towards the students, the subject and most of all, the profession. A teacher with the right attitude puts students’ learning as the ultimate goal and will mix and match all the available tools and techniques to suit the teaching-learning process unique to a given subject or topic or class. Some good teachers may be born, but most of them are made, as products of a good teaching-learning process. This is because teaching is not a job but an inspired profession or passion. Therefore, good teaching is necessary not only to prepare students well for whatever career they choose, but also to inspire some of them to take up teaching profession.
1.34 OPERATIONAL DEFINITION OF THE TERMS USED

Teaching skills

Teaching Competence is a measurement involves identifying all the teaching skills, constituting the inner teaching task and making observation regarding the effectiveness of the performance of each of these teaching skills.

Objectives of the Lesson:

a) Clearly stated: An objective is said to be clearly stated, when it satisfies the following criteria: (I) there is a verb, which describes the learning outcome in the pupils in behavioral terms: (ii) the learner is specified; (iii) the conditions under which the learning outcome is measured are indicated, and (iv) the standard – qualitative / quantitative – of achievement is specified.

b) Relevant to the content: An objective is said to be relevant to the content when the objective is related to what is being taught.

c) Adequate: the list of objectives is said to be adequate, when it is sufficient with respect to the unit taught, different levels of learning outcomes, the maturity level of the pupils, time facilities available.

2. Content Selected

a) Relevant: When content is related to the objectives specified, the maturity level of the pupils, time and facilities available.

b) Adequate: When content is sufficient to cover all the objectives specified.

c) Accurate: Content is said to be accurate, when there is no technical mistake.

3. Organization of Content Selected

a) Logical continuity: There is logical continuity in the content, when every unit of content to be presented, is logically linked with the previous unit.
b) Psychological organization: The content is said to be psychologically organized, when it is arranged in such a way, that pupils’ previous knowledge forms the basis for presenting new knowledge and it proceeds from simpler concepts to difficult concepts.

4. Audio-Visual Material Chosen
   a) Suited to pupils: To their interest and maturity levels.
   b) Suited to content: When they are related to the content, to be presented and make the presentation of the content more vivid.
   c) Adequate: When they are sufficient with respect to the content, which they explain.
   d) Necessary for the attainment of objectives: When they facilitate attainment objectives to a great extent than in their absence.

5. Lesson Introduced
   a) Ready emotionally: When pupils are attentive and keen to learn the new lesson as indicated by their nonverbal participation like postures, attentive looks towards what the teacher does, etc.
   b) Ready from knowledge point of view: Indicated by pupils’ verbal participation in terms of correct responses to teacher’s questions and pupils’ meaningful initiation.
   c) Use of previous knowledge: When the already possessed knowledge of pupils is being used.
   d) Continuity in statements or questions: When a teacher’s statement or a question is related to the immediately preceding statement or question.
   e) Relevant: When every statement or question uttered by the teacher is related to the objective of the lesson.
   f) Use of appropriate device or technique: When the devices or techniques used are suitable to the maturity level, age level, grade level, interest culture, experience of pupils and to the unit to be taught.
6. **Questions Put**

a) Well-structured: A question is said to be well-structured when it is grammatically correct, relevant, specific and concise.

   (i) Relevant: When it is related to the topic being discussed and does not contain any technical term not taught earlier.

   (ii) Specific: When it is calls for a single correct answer.

a) Concise: When it is not lengthy and does not contain extra words.

b) Properly put: A question is said to be properly put, when it is uttered with suitable speed and pause (so that it facilitates the understanding of the question) and suitable voice (audible to all pupils, raised and clear).

7. **Questions for Probing**: Probing questions are those, which help pupils to go deep into their responses. They are asked, while prompting seeking further information, refocusing, redirecting and increasing critical awareness.

a) Prompting question: A probing question, which includes a hint for the pupil that helps him in reaching the expected response, generally asked when there is a ‘no response’, ‘partially correct response’, ‘incomplete response’ or ‘wrong response’.

b) Seeking further information question: A probing question, which asks for more information about the response.

c) Redirected question: A probing question directed to more than one pupil for response.

d) Refocusing question: A probing question, which seeks pupil to compare the idea or phenomenon in his response with other ideas or phenomena (which he has already learnt) for similarity, contrast or for any other relationship.

e) Increasing critical awareness question: A probing question, which seeks ‘how’ and ‘why’ of pupils’ response with an intention of increasing critical awareness about the response.
8. **Explanation of Concepts and Principles**
   a) Statements to create set: Those that create readiness in pupils (regarding what is to be explained) emotionally and from knowledge point of view.
   b) Concluding statements: They are summary statements covering the main points in the explanation.
   c) Relevant statements: Those that are related and contribute to what is being explained.
   d) Statements that have continuity: Statements that are linked logically with the previous ones and having spatial and time sequence.
   e) Appropriate vocabulary: Technical terms appropriate to the particular class, age group, and known to majority of pupils.
   f) Explaining links: Words and phrases (mostly conjunctions and prepositions), which indicates that the teacher is explaining.
   g) Fluent statements: Those that are complete and not reformulated in the middle.

9. **Illustration of Concepts and Principles**
   a) Appropriate examples: Those that are simple, relevant and interesting.
      (i) Simple example: One that involves previous knowledge of pupils which can be judged from their participation.
      (ii) Relevant example: One that exemplifies the concept or principle being illustrated.
   a) Interesting example: One that can arouse curiosity and interest in pupils which can be judged from their attending behavior.
   b) Appropriate Media (verbal and non-verbal): Refers to those that are suited to age, and maturity levels, and to the unit taught.

10. **Securing and Sustaining Attention by Varying Stimuli**
    a) Movements: Those movements that are deliberately made from one place to another. In order to secure pupils’ attention.
b) Gestures: Include movement of head, hand and body to direct attention
to emphasize importance, to express emotion to indicate shapes, sizes,
movements etc.

c) Change in speech pattern: Includes sudden changes in tone, volume or
speed of teacher’s speech.

d) Focusing: Includes verbal, gestural or verbal-gestural focusing (drawing
pupil’s attention to specific aspects in the lesson).

e) Change in interaction styles: Includes change from one type of
interaction style to another – teacher-group, teacher-pupil, and pupil-pupil.

f) Pausing: Involves deliberate silence in order to draw pupils’ attention.

g) Oral-Visual switching: Includes change from one medium to another –
oral visual and oral-visual through which information is conveyed to the
pupils.

11. Use of Deliberate Silence and Nonverbal Cues

a) Silence: Includes meaningful silence meant to stimulate pupils to think,
for considering pupil’s question, after a pupil’s response indicating him
to continue etc.

b) Nonverbal cues include the following:

(i) Facial cues: A smile, a frown, looking thoughtfully at the pupil,
and a quizzical look.

(ii) Head movement: Nodding, shaking, titling of head etc.

a) Body movement: Movement from one place to another.

b) Hand movement: Pointing to the student, continue cue ‘anything else’?
“cue, stop cue, pointing from one student to another etc.
12. Use of Verbal and Nonverbal Re-inforcers

a) Verbal reinforces: Include expressions like good, excellent, come on, think, um-um etc. and also repetition and rephrasing of pupil’s response, which reinforce the pupil’s behaviors positively and encourages him to participate.

b) Nonverbal reinforces: Include nonverbal behaviors like nodding, smiling, moving towards responding pupils, looking attentively at the responding pupil, writing pupil’s response on the blackboard which enforce or strengthen pupil’s behavior and encourage him to participate.

13. Pacing of the Lesson

Speed of presentation matching with the rate of pupils’ understanding: when before proceeding from one unit to the other, pupils’ understanding about the earlier unit is brought out.

14. Blackboard Work

a) Legibility in handwriting includes the following:
   (i) Every letter is distinctly different from the other.
   (ii) There is adequate spacing between two letters and between two words.
   (iii) Slantness of each letter is close to the vertical.
   (iv) Size of each letter is large enough to be read from the far end of the room.
   (v) All capital letters are of the same size and all small letters are of the same size.
   (vi) Thickness of the lines is of same width.

b) Neatness in blackboard work includes the following:
   (i) Words and sentences written are parallel to the base of the board.
   (ii) Spacing between lines is adequate.
   (iii) There is no over-writing.
   (iv) Only the relevant matter which is under the focus of classroom discussion is retained on the blackboard.
c) Appropriateness of written work on the blackboard includes the following:

(i) There is continuity in the points being presented on the blackboard.

(ii) The points written are brief and simple.

(iii) Important points are underlined to draw pupils’ attention.

(iv) Colored chalks are used suitably.

(v) Diagrams illustrations are developed along with the lesson.

(vi) Diagrams are proportional in size.

(vii) There are no unnecessary details in the diagrams / illustrations.

15. Assignment

a) Suited to individual differences: Certain items are suited to weak students (simple, recall or recognition type items), certain are suited to average (more than recall and requires understanding), and others are suited to above average students (challenging, require creative, original and higher order thinking).

b) Relevant: Related to the content being taught.

c) Adequate: Sufficient with respect to the content covered and to the checking of the objectives specified.

16. Evaluation Procedures

They can be recognizing attending behavior of pupils (verbal and visual), asking questions for feedback, or giving them some test items to be answered in the class.

17. Remedial Measures

They can be asking prompting or seeking further information questions, repeating or re-teaching, use of more audio-visual aids, using more concrete, simple and interesting examples and illustrations etc.
18. **Classroom Discipline**

When the pupils are following the instructions given by the teacher that are not related to the content, the classroom discipline is said to be maintained. It includes statements and questions that are followed by correct pupil responses (verbal and/or nonverbal).

**Teaching Aptitude**

Aptitude is described as a pronounced innate capacity for or ability in a given line of endeavour, such as particular art, school subject or vocation. Besides the general intellectual ability, teaching aptitude helps the individual to acquire a required degree of proficiency or achievement in the teaching profession.

**Attitude towards Teaching**

A teacher’s attitude not only affects his behavior in the class-room but also influence the behavior of his students. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes of by shaping their attitudes in the desired direction. The six aspects dealt within the inventory are:

- Attitude towards Profession,
- Attitude towards Classroom Teaching,
- Attitude towards Child Centred Practices,
- Attitude towards Educational Process,
- Attitude towards Pupils,
- Attitude towards Teachers.

**1.35 REVIEW OF RELATED STUDIES**

The theoretical and empirical framework from which the problem arises must be briefly describe edition both conceptual and research literature are to be reviewed for this purpose.
A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and as such, do not report any new or original experimental work.

According to Wiersma (1995), “The review of the literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area”.

Most often associated with academic-oriented literature, such as thesis, a literature review usually precedes a research proposal and results section. Its ultimate goal is to bring the reader up to date with current literature on a topic and forms the basis for another goal, such as future research that may be needed in the area.

A well-structured literature review is characterized by a logical flow of ideas; current and relevant references with consistent, appropriate referencing style; proper use of terminology; and an unbiased and comprehensive view of the previous research on the topic.

Review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors. In some cases, an analysis of these factors can help one understand many facets of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon in the current project. Thus review of literature is a very important part of one's research.

There is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant, not will it appear important in the whole framework.
Thus, review of literature is very important aspect of any research both for planning the work as well as to show its relevance and significance.

1.36 GENERAL STUDIES OF TEACHING SKILLS

Durojaiye (1976) supported the idea that teachers’ positive attitude and good personal qualities bolster students’ academic performance.

Ekstrom (1976) explored the relations between certain cognitive and attitudinal characteristics and the instructional behavior of American elementary school teachers. All subjects (41 second-grade teachers and 54 fifth-grade teachers) took a battery of tests measuring aptitude, knowledge, cognitive style, and attitude. One of her findings indicated that more flexible teachers are better able to respond differentially to pupils without having to resort to using various organizational strategies (aides, groups, etc.) to produce individualization.

Maheswari (1976) studied the classroom verbal interaction pattern of effective and ineffective teachers. It was found that effective teachers use the categories of accept feeling, praise, use student ideas, student response and initiation, whereas, ineffective teachers employ lecture, direction and authority categories in the classroom behaviour.

In a study conducted by Sukhwal (1976) on attitudes of married lady teachers towards teaching profession, those teachers who have favourable attitude towards teaching profession has the highest percentage of problems in actual work situations.

Ekstorm (1978) studied the relationship between teacher aptitude and knowledge, teaching behaviour and pupil outcomes. It was found that only cognitive style and one aptitude component (level of aspiration) are found related over both grade levels and subject.

Kumar and Lal (1980) revealed in their study that there was improvement in general teaching competence and teaching skills of probing questions, reinforcement, stimulus variation, illustrating with examples, illustrating with aids,
increasing pupil’s participation after undergoing training through microteaching. The study also showed that young teachers with less experience benefited more from microteaching than those with longer experience. It was long way in improving the general teaching competence of in service teachers if undertaken on a large scale.

**Mayhew (1982)** found in his research that microteaching offers prospective teachers the opportunity to learn teaching skills, to study their own teaching, and to study the teaching of others. Four main skill areas should be incorporated in a microteaching program: (1) questioning skills, including fluency in asking probing, higher order, and divergent questions; (2) skills aimed at increasing individual student participation; (3) creating student involvement through set induction, stimulus variation, and closure, all of which help to provide a meaningful organization to the lesson; and (4) lesson presentation skills and methodologies. The trainee supervisor relationship is very important to the microteaching experience. Studies have shown the impact and importance of supervisors’ expectations and feedback. Research has also noted the popularity of microteaching in teacher education programs, due to proven effectiveness in imparting teaching skills.

**Partap (1982)** studied eight skills specific to the teaching of modern math; these were identified by analyzing teaching tasks into various sub-tasks. These skills were skills of developing problem-solving ability, formulating mathematical models, using a black-board, handling mathematical instruments, appreciation, analysis, application and performance of mathematical operations.

Micro-teaching had an advantage over conventional student teaching for the development of skills specific to teaching of modern mathematics.

The student teachers trained through micro-teaching skills attained a higher level of competence to teach modern mathematics at the secondary stage than those trained through conventional student teaching.
**Gupta (1983)** summarized in his study that:

- Student teachers of high teaching aptitude performed significantly better through simulated teaching.
- Student teachers with a high positive attitude towards teaching gave better performance through simulated teaching.

**Joshi and Kumar (1983)** revealed in his study that the mean performance was significantly higher in case of the group where the number of skills, time duration and number of pupils gradually increased in the light of their teaching competence scores as against the group where all the skills were taken together.

**Sidhu (1983)** has done a follow-up study of secondary school teachers trained through different approaches, at the laboratory stage; the sample comprised of 98 B.Ed. student-teachers. At the follow-up stage 74 student-teachers of the laboratory stage formed the sample. Those who had less than six months of experience were grouped as novices whereas those who had more than six months and less than two years of experience were termed as probationers. The major findings were: The teachers belonging to microteaching group developed a significantly more favorable attitude towards teaching in comparison with those belonging to the conventional training group. The probationer teachers attained significantly more favorable attitude towards teaching than novice teachers. There was a significant interaction effect due to training and teaching experience on the attitude of teachers towards teaching. The probationer teachers under microteaching treatment showed the most favorable attitude, whereas the novice teachers under conventional treatment showed the least favorable attitude towards teaching.

**Chathley (1984),** found in his study that:

- There was a significant improvement in the general teaching competence of trainees as a result of training in micro-skills.
- There was a further improvement in general teaching competence of trainees as a result of training in integrated skills.
• For skill of fluency in questioning and achieving closure, the overall quantitative performance of male trainees was significantly better than that of their female counterparts, while for skill of black-board use the quantitative gain was more for female trainees.

Som (1984), studied 75 in-service male, 75 in-service female teachers, 50 fresher Female teachers tended to be higher than males in their attitudes towards teaching, the teaching profession and pupils. Experienced female teachers were significantly higher than experienced male teachers on the first two attitudes but moderately high on the third. Teaching attitude as well as the attitude towards the profession correlated significantly with patience, initiative, carefulness, stoicism, extrospection and responsibility.

Sharma (1984) studied the teaching aptitude, intellectual level and morality of prospective teacher and concluded that about 75% of student teachers were below average in aptitude and intellectual ability. An insignificant difference was found in to aptitude ability in sex wise and discipline-wise comparison. A positive correlation was found between to aptitude, intellectual level and morality of prospective teacher.

Kalyanparkar (1986) found in his study that microteaching treatment had a positive significant effect on the development of general teaching competence when all the post test GTC means of the two groups were adjusted for pretest GTC Scores.

Mahapatra (1987) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching. It was found that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success and also found significant coefficient of correlation between teaching success and attitude towards teaching. The value of coefficient of correlation was found to be 0.27.

Mathur (1987) studied age, sex, teaching experience and academic disciplines did not tend to affect the attitude of teacher of pre-higher secondary,
higher secondary and post-higher secondary stages towards creative learning and teaching. Only teaching experience tended to affect the attitudes of teachers of the higher secondary stage towards creative teaching. So teaching experience and attitude of teachers of the higher secondary stage towards creative teaching has no effect upon each other. Educational stages tended to affect the attitudes of teachers of various groups formed on the basis of age, sex, teaching experience and academic disciplines towards creative learning and teaching.

Bhasin (1988) performed a study on teaching aptitude and its relationship with teacher effectiveness of the higher secondary school teachers in relation to modern community and found teacher aptitude had a significant positive correlation with teacher effectiveness, but it had no direct relationship with teacher community participation. A significant difference was found between science and human science teacher in relation to teacher aptitude. No significant difference between was found between rural and urban, government and non government, male and female teacher with regard to their aptitude and teacher effectiveness.

Meera (1988) studied the high aptitude group and the low-aptitude group differed significantly in four behavior components. Teacher talk, teacher response and content emphasis were significantly higher in the high-aptitude group.

Ramakrishnaih, (1989) analyzed the attitude of college teachers towards teaching profession and it was found that (i) generally college teachers have a favourable attitude towards teaching (ii) Teachers below 35 years of age have a more favourable attitude towards teaching than the middle age group and the high age group.

Kukreti (1991) done a correlational study and found in his study that there was a positive and significant relationship between teaching and teaching success.

Reddy (1991) studied teaching aptitude and attitude of secondary school teachers in Andra Pradesh and found that the female respondents performed relatively better in the teaching aptitude test. Age did not influence the
performance of teaching aptitude test. Experience teachers and teacher awardees exhibited a statistically significant superior performance over student-teachers.

Singh (1991) reported that teacher effectiveness was related to attitude towards teaching profession. He also concluded that rural and urban teachers do not differ significantly in their attitude towards teaching profession.

Mishra (1992) has done a study on effect teacher behavior acquired through teaching skills upon pupils’ process and product variables. In this study he found that the ability of teaching along with individual skill training gave a significant effect in achieving the gain scores of general teaching competence as compared to that of traditional practice teaching.

The in-service teachers trained through micro-teaching for the acquisition of the four teaching skills exhibited significant gains in general teaching components and changing the behavior of pupils.

Srinivasan (1992) performed a study on the personality of primary school teachers and their attitude towards teaching and found that age, sex and experience of the teachers did not affect their attitude towards teaching and hence their teaching effectiveness.

Joshi (1994) conducted a study on teacher’s attitude and reported that women teachers have favorable attitude towards teaching. Percentage of scores of attitude towards teaching in male teachers working in schools was less than male teachers were under training. Male teachers working in schools showed favorable scores of attitude towards teaching i.e. 51.77 and male teachers under training showed favorable scores 52.17.

Kumar (1995), in a study, found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession.

Tanner (1995), performed the competency tests’ impact on teacher’s abilities and said, “This is particularly troubling in urban schools, where the proportion of ethnic minority students and ethnic minority teachers may be moving in opposite directions. However, the tests appear to have the intended
impact on candidates’ abilities. Besides the higher reading, writing, and math scores required to pass the California Basic Educational Skills Test, successful subjects also had significantly higher Scholastic Aptitude Test scores than those who failed. Whether the ability gains outweigh the impact that the tests have on minority representation among teachers is very much at issue, particularly in urban school districts.”

Balan (1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Nasr, Booth and Gillett (1996) investigate the relationship between lecturers’ attitude toward effective teaching (AET) and their teaching performance (TP). The population for the study was three quarters (N = 294) of the full time academic staff from the University of Wollongong of whom 176 (60%) participated in the study. AET was examined using a survey instrument developed by the researchers. A significant relationship was established between the two variables, using regression analysis. The results suggest that positive changes in lecturers’ attitude towards effective teaching correlate positively and significantly with increases in teaching performance. If an individual lecturer’s attitude toward effective teaching can be stimulated, then it is likely there will be an enhancement in his/her teaching performance.

Kumaran (1997) in his research investigated that teachers of both sexes had high attitude towards teaching. But on the whole female teachers had showed more favorable attitude than male teachers towards teaching profession.

Janakavali (1999) concluded in the study

- There was no significant difference in scores of attitude of male and female of secondary grade teachers towards teaching profession.
- There was no significant difference in the scores of attitude of rural male and rural female teachers towards teaching profession.
Kumar (1999) concluded in his study that:

- Caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept.
- Significant difference exists in the teacher effectiveness of teachers belonging to different levels of teaching aptitude.

Panda (1999) studied the attitude towards classroom teaching in relation to educational qualification, sex, teaching experience and types of school and reported that male and female teachers do not differ significantly in their scores of attitude towards classroom teaching.

Pandey and Maikhvri (1999) concluded a study on the attitude of effective and ineffective teachers towards teaching profession. They found that there was no significant difference between effective teachers having high or low experience than low experienced ineffective teachers in terms of their attitude towards teaching profession. Age of effective teachers was not a differentiating factor in their attitude towards teaching profession. Young ineffective teachers had more favorable attitude towards teaching profession than ineffective old teachers.

Annamalai (2000), studied attitude of teachers in his research and found that:

- The scores of attitude of the total sample of teachers towards teaching are favorable.
- Men and women teachers do not differ in scores of attitude towards teaching.
- Rural and urban school teachers do not differ in the scores of attitude towards teaching also.

Ehindero and Ajibade (2000) found that lack of teaching skills by some University lecturers are responsible for the declining poor academic performance recorded among undergraduates.

Yeung and Watkins (2000) investigated twenty seven student teachers' personal sense of teaching efficacy in Hong Kong. The results pointed out that
teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self-confidence.

Eggen and Kauchak (2001) identified a number of teachers’ attitudes that will facilitate a caring and supportive classroom environment. They are: enthusiasm, caring, firm, democratic practices to promote students responsibility, use time for lesson effectively, have established efficient routines, and interact freely with students and providing motivation for them.

Flores (2001) asked 14 newly graduated primary school teacher what affects their attitude towards teaching. They indicated that it is the social and political control existing over teachers and over their profession, in addition to the economical problems. She also reported that workplace also play a crucial role in shaping teacher’s attitude towards teaching, especially behaviors of principals, and the nature of communication within the school.

Pal (2001), investigated that: Male teachers do not differ from female teachers regarding their attitude towards teaching. It implies that gender of the teachers does not play significant role in determining their attitude towards teaching.

Kaur, (2002) found in his study that female teachers are more effective in their teaching than male teachers. The male and female teachers do not differ significantly as far as their teaching competency is concerned. The study also showed that the variable of teaching competency plays significant role in teaching effectiveness of teachers.

Marlow Ediger (2002) revealed a study on teacher competency, teacher personality and teacher attitude on student achievement in science and found in his study that: A positive attitude toward teaching students in the pubic schools is vital. In his research he demonstrated that pupil achievement was significantly higher at the .05 level in personal adjustment with student teacher assistance as
compared to no student teacher assistance, and discusses the importance of teacher attitude in teaching science. Positive attitudes toward teaching students in the public schools are vital. Rational thinking would tell us that good attitudes of teachers are superior to negative attitudes in the school curriculum. Rational thought is used to appraise teachers, curricula, students, and assessment procedures. Rational thinking may be compared to objective, measurable results in terms of assessing what has transpired in teaching and learning situations. Attitudes are difficult to measure. Attitudes, as compared to subject matter learning, are a more subjective factor in which a plethora of attempts have been made to measure and objectify how good the attitudes are of an individual or group.

Mohanty and Mishra (2002) studied that there was a significant difference observed between traditional and progressive male student teachers with regard to their overall ‘Professional Attitude’ and specifically with regard to child-centered practices. No significant difference was observed between traditional and progressive female student teachers.

Banga (2003) reported that there was not a positive relationship between teacher effectiveness and attitude teacher attitude. The science and other teachers differed significantly in teacher effectiveness and attitude towards teaching profession.

Dodeen, et al (2003) has done a study on attitude of pre-service teachers towards persons with disabilities and found that female teachers have more positive attitude towards the teaching profession than male teachers.

Pushpam (2003) found that age, experience, general qualification, professional qualification; professional qualification did not significantly influence the attitude of women teachers towards teaching. They have better attitude towards teaching and have high level of job satisfaction.

Duatepe and Akkus (2004) studied 99 primary school teachers working in one of the Turkish cities and 178 primary school teacher candidates from a state
university. Pre-service teacher sample involved 83 first year students and 95 forth year students. He found that:

- There female pre and in-service teachers has shown high positive attitude scores than male pre and in-service teachers.
- It indicated that pre-service teachers got significantly highest score and the in-service teachers got significantly lowest score of attitude towards teaching profession.
- Younger pre and in-service teachers has shown more positive attitude than that of the older one.

**Ralph (2005)** studied the factors effecting teacher candidate’s practicum evaluations and revealed that the interns were moderately competent in the skills of presenting and classroom management.

**Bhoslay (2006)** conducted a co-relational study on 60 rural in-service primary school teachers to investigate their teacher attitude and performance and concluded that 68.25% teachers have positive attitude towards teaching.

**Grigorenko et al (2006)** found that teachers who scored higher on attitude towards gaining knowledge were rated as the more effective teachers by their principals.

**Jaswal (2006)** performed a study on 100 teacher trainees of two colleges of education affiliated to Punjabi University Patiala. He has studied attitude of teacher trainees towards teaching in relation to self-esteem and gender. It was concluded that there was no significant difference between male and female teacher trainees on the variable of attitude towards teaching.

**Adediwura and Tayo (2007)** conducted a study on Nigerian secondary school teachers which investigated the relationship/effect of students’ perception of teachers’ knowledge of subject matter, attitude to work and teaching skills on students’ academic performance. The result showed that students’ perception of teachers’ knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students’ academic performance.
Babu et al (2007) revealed in their study that the primary school teachers were holding high teaching aptitude and they were considered as most efficient teachers. The gender of the teacher, locality of the school, management of the school, experience of the teacher and age of the teacher have no influence on the teaching aptitude of the primary school teachers, though the high teaching aptitude.

Kaur (2007) found in her study that teaching aptitude of student teachers has high relationship with all the indicators of success in Elementary Teacher Training course. The components of teaching aptitude namely ‘co-operative attitude’ and ‘optimism’ have contributed significantly to all the indicators of success. The study also showed that academic achievement teaching aptitude and personality traits, all together contributed 25% to the total assessment on indicator of success in Elementary Teacher Training course.

Parmar et al (2008) had been done study on 200 student teachers of 4 colleges of education of Vinoba Bhave University in Jharkhand. It was concluded that

(i) There was a significant difference in the attitude of science and humanities student teachers towards teaching profession.

(ii) There was a significant difference between male and female student teachers in attitude towards teaching profession.

Köge et al (2010) have conducted a study to compare the attitudes of freshman and senior pre-service teachers pursuing an undergraduate degree in an elementary mathematics education program toward teaching profession and to reveal the kind of relationship that exists between these attitudes. Case study method was used in the study. As a data collecting tool, a 5-point liker type questionnaire was used. The data of the study were obtained by conducting this questionnaire to total 212 pre-service teachers (141 freshmen, 71 seniors) studying at Karadeniz Technical University (Turkey), Fatih Faculty of Education during 2008-2009 school year. After the answers of the pre-service teachers to
questionnaire form were scored, the obtained data were analyzed using independent samples t-test and one-way ANOVA. As a result of the study, it was concluded that the attitudes of freshmen and senior pre-service teachers toward teaching profession showed statistically significant difference in terms of several variables favoring senior pre-service teachers.

Sajan (2010) aimed at studying teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) is used to measure aptitude in teaching. From this study, it was obvious that the student teachers of B. Ed. course in Malabar area of Kerala have ample aptitude in teaching. It reflected the importance of females becoming teachers, as they possess more teaching aptitude. The level of achievement in graduate examination has no apparent influence in predicting teaching aptitude. The selection based on the achievement at graduate level examination cannot be justified, as this may not attract those persons with high teaching aptitude. Introduction of the teaching aptitude test as a part of the entrance examination for teacher education program may help to improve the efficiency of the program.

1.37 STUDIES RELATED TO TEACHING SKILLS AND TEACHING APTITUDE

Vashishta (1973) in a study of predictive efficiency of admission criteria for B.Ed students found that teaching aptitude, academic grades and attitude towards teaching to be the best predictors of teacher effectiveness.

Ekstorm (1974) investigated the relationship between cognitive characteristics of teachers, their teaching behaviour and academic success of their pupils. Two major components found as affecting student achievement are (1) Teacher knowledge and (2) Teacher aptitude. In this study it was hypothesized
that certain matches between teacher and pupil knowledge, skill, aptitude and
cognitive style tend to facilitate pupils learning.

Ken and Kleine (1984) found a relatively small, but significant relationship between the overall competency factor and achievement variables. The competency factor is also correlated significantly with aptitude variables.

Jain (1992) in his study founds positive and highly significant correlation between creativity and classroom activity, teaching aptitude and teaching skills. Also Low but positive and significant relationship was found between teacher’s classroom activity and teaching aptitude.

Farah (2002) studied teaching competencies of the teachers trained through the formal system of education and those through the distance education system. Findings of the study are: There was a significant difference in the attitude of the teachers trained through the formal education system and those trained through the distance education system. There was no significant difference in the skills used by the teachers trained through the formal education system and those trained through the distance education system. A significant relationship between the attitude and skills of the teachers trained through the formal mode.

Sharma (2006) studied teaching aptitude in relation to general teaching competency, professional teaching and academic achievement of B.Ed. pupil teachers. The study was implemented on 262 pupil teachers (128 male and 134 female) 60 male from science stream 68 male from art stream and 63 female of science stream and 71 female from art stream studying in the colleges of education affiliated to M.D. University, Rohtak, during the session 2002-03 were taken. The major findings were: Discipline and sex of the pupil teacher does not contribute towards teaching aptitude. Teaching aptitude of male and female arts pupil teachers were compared, it was observed that female art pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teachers. It was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competence, professional interest and academic
achievement. General teaching competence and professional interest of the pupil teachers, significantly affect their teaching. The teaching aptitude of the pupil teacher was positive but not significant at acceptable level of confidence.

Srivastava & Pratibha (2009) conducted a study on 300 primary school teachers of Pilibhit district of U.P. to check the relationship of teaching competency with teaching aptitude and professional commitment. They found significant relation between teaching aptitude and teaching competency of primary school teachers.

The random sampling technique was adopted to select the sample. Results of the study are as following:-

- Teaching competency of high teaching aptitude teachers was high.
- Middle teaching aptitude teachers had shown better classroom presentation, evaluation and overall teaching competency than the low teaching aptitude group.
- High teaching aptitude teachers had shown significantly higher mean values on classroom presentation, evaluation and overall teaching competency than the low teaching aptitude group.
- High teaching aptitude teachers were found more competent in classroom teaching.

Overall findings of study revealed that a positive and significant relation between teaching aptitude and teaching competency of primary school teachers.

Kaur (2010) studied teaching aptitude and teaching competence of science and social studies prospective teachers of Ludhiana district and found that:

- Social studies prospective teachers had shown more significant relation than science stream prospective teachers.
- Female prospective teachers had shown high mean scores of teaching aptitude as compared to male prospective teachers.
• There was also a significant difference in the mean scores of different skills of teaching except the skill of closing among social studies and science stream prospective teachers.

Sunpreet (2010) conducted a study on 200 teacher trainees from the educational colleges affiliated to Panjab University, Chandigarh. She concluded that there is significant positive relation between Teaching Competence and Teaching Aptitude among Prospective Teachers.


Where as Ken and Kleine (1984) and Jain (1992) found low but positive relationship between teacher's classroom activity and teaching aptitude

1.38 STUDIES RELATED TO TEACHING SKILLS AND ATTITUDE TOWARDS TEACHING

The teacher’s attitude towards the profession is “the concepts that are not explicitly expressed and that are formed about teaching, students, classroom atmosphere and the topic to be taught, usually without being aware”. These concepts significantly influence teachers’ thinking processes, classroom activities, professional changes, improvements and teaching skills (Pajares, 1992; Williams and Burden, 1997; Atay, 2003).

Vashishta (1973) in a study of predictive efficiency of admission criteria for B.Ed students found that teaching aptitude, academic grades and attitude towards teaching to be the best predictors of teacher effectiveness.

Bhalwankar (1984) conducted a study and concluded that Attitude, intelligence and degree marks were all positively related to teacher effectiveness.

Singh (1987) conducted a study, the sample of which comprised 330 teachers of urban and rural areas from 22 intermediate colleges of Varanasi, Gorakhpur and Jaunpur districts.
The major findings were: 1. No significant difference in the mean scores of male and female teachers in their teacher effectiveness was observed. 2. The difference in the mean intelligence scores of male and female teachers was not significant. 3. It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness. 4. The difference in the mean scores of urban male and female teachers was found to be non-significant on the SES Scale. 5. 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. 6. There was no significant difference in the mean scores of adjustment of male and female teachers. 7. 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.

**Lloyd (1990)** investigated the impact of a required secondary reading methods course on pre-service teachers' attitudes regarding the need to teach reading skills to high school students, found that students' attitudes underwent significant changes during the course and that they became more aware of the need for teaching reading skills in the secondary program.

The teacher’s personal characteristics, his/her proficiency as the manager of learning activities, skills in monitoring the learning process and in teaching, background, and relations with students and other individuals influence his/her study and success within the classroom (Aydin, 1993).

**Downing et al (1997)** conducted a study on process skills and pre-service elementary teachers and in the analysis found a significant positive relationship between how well teachers performed science process skills and their attitudes toward science.

**Cornelious (2000)** investigated the factors affecting teacher competence of teacher trainees at the secondary level, revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of subjects.
Ehindero and Ajibade (2000) found that lack of teaching skills by some university lecturers are responsible for the declining poor academic performance recorded among undergraduates. Based on previous research findings the significant relationship recorded in this study between students’ perception of teachers’ knowledge of subject matter, attitude and teaching skills and students’ academic performance is justified.

Thamilmani (2000) Thirteen Hypotheses were treated in his study. The following differed significantly in data provided from the study:

- Teaching competency was related to attitudes toward teaching science.
- Teacher personality was related to attitudes in teaching science.
- Students of more competent teachers achieved significantly higher than those students who had less competent science teachers.

The attitudinal dimension emphasizes factors such as acceptance of self and others, prizing oneself and others, as well as mutual trust and empathetic understanding. From this study, the following conclusions appear to be salient:

Teacher attitudes are highly important and prospective candidates for teaching need to be chosen on the basis of having positive attitudes toward science as well as toward students in the kindergarten and in high school setting.

Oral (2004) in his study about the attitudes of the students at the faculty of education towards the profession of teaching, used the scale which was originally developed by Semerci (1999) in order to measure the attitudes of students towards the profession of teaching. A significant difference was observed between the attitudes of the students in the Faculty of Education towards the profession of teaching according to gender.

Chahar (2005) conducted a study and concluded that:

- There is significant relationship between General Teaching Competency and Attitude towards teaching.
- The mean General Teaching Competency scores of Female student teachers is higher than that of the Male student Teachers. Thus there exists a
significant difference in the General Teaching Competency of Male and Female student teachers.

- The mean General Teaching Competence scores of Female student teachers is higher than that of the Male student teachers in Science Group. Thus there is a significant difference in the mean General Teaching Competency scores of Male and Female student teachers in Science Group.

- The mean General Teaching Competence score of Female student teachers is higher than that of the Male student teachers in Arts Group. Thus there is a significant difference in the mean General Teaching Competency scores of Male and Female student teachers in Arts Group.

- The mean Attitude towards Teaching scores of Female student teachers is significantly higher than that of the Male student Teachers. Thus there exists a significant difference in the Attitude towards teaching scores of Male and Female student teachers. The Female student teachers score significantly higher on Teaching Attitude as compared to Male student teachers.

- The mean Teaching Attitude scores of Female student is significantly higher than that of the Male student teachers in Science Group. Thus there exists a significant difference in the Attitude towards Teaching of Male and Female student teachers in Science Group. The Female student teachers scored significantly higher on Attitude towards Teaching as compared to Male student teachers in Science Group.

- The mean Teaching Attitude scores of Female student Teachers is significantly higher than that of the Male student teachers in Arts Group. Thus there exists a significant difference in the Attitude towards Teaching scores of Male and Female student teachers in Arts Group. The Female student teachers scored significantly higher on Attitude towards Teaching as compared to Male student Teachers in Arts Group.
**Gorizon (2006)** conducted a study which investigated the role of teachers' variables (i.e., motivation, attitude, teaching techniques, teachers' traditional views, sex and age.) and learners' variables (i.e., motivation, attitude, anxiety, aptitude, sex and age) in teaching/learning EFL in Iranian universities. Two hundred students and seventeen instructors were chosen through stratified sampling. The results showed that there were meaningful relationships between teaching EFL and teachers' variables of motivation, attitude and teaching techniques (p<.01) while there were not meaningful relationships between teachers' variables of traditional views, sex, age and teaching EFL (p<.05). The results concerned with learners showed that there were meaningful relationships between learners' variables of motivation, anxiety, aptitude and learning EFL (p<.01) while there were not meaningful relationships between learners' variables of attitude, sex, age and Learning EFL (p<.05).

In Turkey, **Gultekin (2006)** from Anadolu University Eskisehir had conducted a research about the relation between trainee teachers' attitudes and their perception levels of teaching competences. As a result, the relations between the two variables were positive and their perception levels of their teaching competence were quite high.

**Kahle and Anderson (2006)** revealed a study, originally done in Australia in 1983, was replicated in an urban-suburb in the United States. The Australian project involved matched pairs of year-five teachers in one of two workshops. One workshop taught the skills of teaching electricity, while the other one discussed issues in gender equity in science education (active participation of girls and boys, comparable student-teacher interactions, and research findings concerning equity). The U.S. study provided three types of workshops (skills, equity and skills, and equity) for comparable groups of fourth and fifth grade teachers. All teachers and their students were subsequently observed during lessons involving an electricity unit, queried both students and teachers concerning the appropriateness of different fields of science for boys and girls and their interest and aptitudes in
doing various types of science. Results from both studies suggest that gender differences in student attitudes toward science may be ameliorated by specific types of teacher workshop.

**Kim, Keat, Tan (2007)** conducted a study which seeks to understand trainee teachers’ reasons for joining teaching, their expectations of the initial teacher-training programmes at the National Institute of Education (NIE) and their own attitudes towards teaching. Along with this, the study aims to compare trainee’s perceptions of both their knowledge about teaching and their teaching skills, before and after they undergo training at NIE. This study involves three categories of teacher trainees at NIE. They are the Diploma in Education, Postgraduate Diploma in Education (Primary), Postgraduate Diploma in Education (Secondary) and the B.A./B.Sc. Degree programme. The rating scales used for the measurement of students’ attitude towards teaching, perceptions of their knowledge in teaching and their perceptions of their own teaching skills, have very high item separation reliabilities of 1.00 and 0.99. The Diploma in Education student’s measure significantly higher than all the three other groups on all three variables, namely their attitude towards teaching, their perceptions of their knowledge levels in teaching and their perceptions on their skills in teaching.

**Raghu and Reddy (2007)** conducted a study and concluded that 65.5% of the student teachers are favorable, 34.5% of the student teachers are un-favorable with regard to their attitude towards micro-teaching, both the male and the female student teachers disposing towards micro-teaching. There is a significant difference between science and arts student teachers with respect to their attitude towards micro-teaching.

**Spickard (2007)** studied the residents’ teaching skills and attitudes toward teaching. He studied a 3-hour instructional workshop was a feasible and effective method to help residents to improve their teaching skills, their confidence in teaching. He also found a 3-hour teaching skills workshop could improve residents’ teaching performances and attitudes toward teaching.
Halawah (2008) designed a study to determine the main factors that influencing perspective teachers’ attitude toward teaching. Factors identified in this study strongly affecting perspective teachers’ attitudes towards teaching are mainly common. However, the order of the influence or importance of these factors is different.

Kaur (2008) reported in her research that: B.Ed. programme was effective in bringing positive changes in Teacher Effectiveness, Teaching Aptitude, Attitude towards Teaching and Personality Traits of prospective teachers. The study revealed that B.Ed. programme had more favorable effect on Teacher Effectiveness of Female Prospective Teachers as compared to male prospective teachers. It further added that B.Ed. programme was equally effective in enhancing Teaching Aptitude and Attitude towards Teaching of both female and male prospective teachers.

Balkrishan Pal (2009) conducted a study on core teaching skills of in-service primary school teachers in relation to their self concept and adjustment and concluded that -

- Female primary teachers were showing more skill deficiencies than the male primary teachers.
- Primary teachers of Sarvodaya Vidyalayas were reflecting more skill deficiencies than the primary teachers of M.C.D. Primary Schools.
- Primary teachers having professional qualification Diploma in Education (ETEIJBT) were showing more skill deficiencies than the Professional qualification Degree in Education (B.Ed.).
- Primary teachers of MCD Primary School and Sarvodaya Vidyalayas did not differ significantly in their Core Teaching Skills.
- Sex wise there was no significant difference in their Core Teaching skills of primary teachers.
• Professional qualification bearing Diploma in Education (ETE/JBT) and Degree in Education (B.Ed.) of primary teachers did not make any significant difference on Core Teaching Skills.

Saharan and Sethi (2009) in their investigation 'A Study of Mental Ability of Secondary School Teachers in Relation to Their General Awareness, Attitude and Teaching Aptitude', find out the relationship of mental ability, general awareness, teaching attitude and teaching aptitude. The data was collected through teacher’s general awareness scale, teacher’s mental ability scale, teacher’s teaching aptitude scale and teacher’s attitude scale. These tools were administered on 600 secondary and senior secondary school teachers from 55 schools of Hanumangarh and Sri Ganganagar districts of Rajasthan. The sample was from Government and non-Government schools of urban and rural areas. It was noted that

• There is no significant difference in mental ability on the basis of sex, type of institution area and age.

• There is no significant difference in the general awareness on the basis of sex, area and age but non-government teachers have more general awareness than government teachers.

• The teaching attitude and aptitude varies according to sex and age but types of institution and area have no effect on it. Male teachers have high teaching attitude but low aptitude than females. The teachers above 40 years have higher teaching aptitude and attitude than teachers below 40 years.

• There is a positive and significant correlation between variables mental ability and general awareness and mental ability and teaching aptitude irrespective of age, sex and type of institution.
There is no significant correlation between teaching attitude and mental ability with reference to sex but there is positive and significant correlation with respect to age and type of institution.

Mehmet and Hasan (2009) study intended to determine the attitudes of student teachers attending teacher training programs in the Faculty of Education at Inonu University Malatya (Turkey) towards teaching as a profession. Furthermore, this study also intends to determine whether the attitudes of the prospective teachers towards the profession of teaching differ according to some variables. Among all prospective teachers females have more positive attitudes towards the profession of teaching. It was found that prospective teachers’ attitudes towards the profession of teaching differ according to department/program variable. The attitude scores of the prospective teachers from almost all departments showed significant difference. It was found that the prospective teachers with the most positive attitudes towards the profession of teaching are those studying in the program of Physical Education and Sports Teaching. The profession of teaching is rather preferred by students coming from middle socioeconomic conditions and the attitudes of this kind of students towards the profession of teaching are more positive than those of other two groups. The proportion of the prospective teachers coming from lower and higher socio-economical statuses is low. A significant difference was observed between the attitudes of the prospective teachers who have chosen the profession of teaching due to intrinsic reasons (81.3 %) towards the profession of teaching ( X =139.9) and the attitudes of the prospective teachers who have chosen the profession of teaching due to extrinsic reasons (18.7%) towards the profession of teaching ( X =113.38). It was found that those students who listed the profession among their first preferences have more positive attitudes that those who listed among rather later preferences.

It can be concluded on the basis of the studies discussed above that: Teaching effectiveness found to be correlated significantly with attitude towards the teaching profession by Vashishta (1973), Bhalwankar (1984), and Singh.
Where as Banga (2003) found no positive relation between teacher effectiveness and attitude towards teaching.

Downing et al (1997), Thamilmani (2000) found teaching competency was related to attitudes toward teaching science.

Chahar (2005), and Gultekin (2006) found significant relationship between Teaching Competency and Attitude towards teaching.

1.39 RATIONALE OF THE PROBLEM

The unending effort to make the lives comfortable and the unquenchable thirst to probe into truth made the people to put forth strenuous trials to bring such an explosion in knowledge in various aspects. As a result, today man has secured power to create energy, to cultivate land, to conserve water, to control diseases and to tap every source and make its effective use. This is possible because of requisite interest on knowledge, which can be imparted through education.

Though education was considered as paediocentric, it is a bigger process in which the personality of one person influences on others with a view to modify his behavior in order to bring about his all-round development in thought, feeling and action.

India needs well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions. In this perspective these institution should make painstaking efforts to equip the prospective teachers not only with teaching skills but also try to promote the positive professional attitude in them. Bachelor of education is an important sector of education system because it prepares competent, professionally trained and enthusiastic teachers those are required to teach our future citizens. Therefore, a little effort was made to investigate that to what extent different teacher training institutions are successful in developing teaching skills, positive professional attitude of their prospective teachers.
"Teaching aptitude is a capacity to acquire proficiency or skill, with a given amount of training. Teaching aptitude is necessary for the teachers to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher can not perform his/her duty properly. Identifying the very role of teaching aptitude in teaching profession, this study has also been undertaken to identify the teaching aptitude of prospective teachers.

It is evident that the effective and efficient functioning of any institute primarily depends on the quality and commitment of its human resources. The right attitude towards the profession, involvement in teaching, concern over the profession, aptitude towards teaching zeal and enthusiasm in his profession, mental health of the teacher are essential requisite conditions to prevail in a teacher who could definitely bring success in his school programme.

In the present day democratic world education is considered as fundamental right of every child; hence, large numbers of teachers are required by every society in all nations. The modern educational technology rightly assumes that, “Teaching is not only an art, but also a science. Teachers are not only born, but they can be made effective through training institutions.” For this purpose national policy maker in developed nations and likewise in India too, “Teacher-education is said to be very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher-education which can be taken as a starting point.”

Traditionally teachers have enjoyed a position of great respect in India. Hundreds of thousands of teachers are still held in esteem by their pupils and community. However, on the whole the status of teachers has diminished during last few decades in particular therefore teacher education is not only our national and social need but it is the need of teacher’s professional and socio image, hence, teacher education is a subject of vital significance.
Today's world is full of stress and tension and nature of man becoming materialistic. Everyone chooses the field which gives money and fame together. No one is interested to see Attitude or Aptitude.

Though B.Ed. teachers are graduates, but some of them are ‘C’ grade student, so their basic knowledge is very poor and they cannot teach without content knowledge. These teachers train only to earn money by teaching in school and tuitions. Aptitude to be a teacher requires proper ATTITUDE, as this word adds up to 100 i.e. 100%. If one has good attitude, he will be 100% involved in any field. The persons APTITUDE sums to 96% in life, means 4% less than Attitude. When a person feels that he is 100% ready to become a teacher i.e. his attitude becomes perfectly fitting to be a teacher he should opt to choose this profession.

Teacher is the backbone of education. Every institution has Teachers to guide all along the Right path (system). Without this training system, the institution cannot run successfully. What about selecting the teachers?

Aptitude to be a teacher requires proper attitude. If the guiding sources are incompetent, then the system erupts into a volcano of bribe in later life.

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession.

When we speak of good teachers it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsible for it and have positive teaching aptitude.

Teaching is research out on pupils to make them enrich. But, do the prospective teachers competent to teach all the category of pupils in the class like dullards, average and gifted individuals. Teachers’ responsibility does not seize
when he has satisfied the average individual in the class, though they are more in numbers. To quench the thirst of the gifted individual the teacher should keep himself abreast with new techniques and novel strategy which is not an easy job and it is a hard task to successfully achieve. Still baffling problem for every ideal teacher is to go down to the level of the dullard and the cater the needs of hard-to-reach individual in the class without neglecting them and enabling them to be a drop out from the class and deviant from school, which thrusters the ulterior motive of ‘national literacy mission’. To successfully shoulder all these responsibilities the Teacher should be competent and efficient. He should be the master of various teaching skills. Modern teacher is expected to shoulder the multi-dimensions responsibility to initiate desired learning and outcomes. To suit the needs of people in this rapid scientific and technological era, the teaching learning transaction should be sensitive and sophisticated. Keeping all these trivial issues in mind the investigator decided to make a probe into the relationship between Teaching skills, Teaching aptitude and Attitude towards teaching among the prospective teachers from science and social study disciplines.

Many schemes were launched to attain total literacy before the dawn of the millennium. Vast gulf prevails between the existing rate of literacy of our country and the rate of total literacy. It will be a mirage even after so many years to attain this wish and it may not be cherished. Education is an apprenticeship of human life and a vital need to result at natural, harmonious and progressive development of child’s latent powers and innate talents. Thus the basic aim of education is the overall growth of an individual which in its turn enhances the growth of the society. Hence, the classrooms have assumed a predominant position in achieving the aims and objectives of education. In this connection this is right time to explore the need to consider the relationship between Teaching skills, Teaching aptitude and Attitude towards teaching among the prospective teacher community with respect to science and social study disciplines because science and social science both are two major subjects those develop the knowledge of individual in
the field of technology and relate it with social life. So for the fulfillment of these objectives, society has need of competent teachers and this study will help in the investigation of those prospective teachers.

1.40 EMERGENCE OF THE PROBLEM

As a result of the new technologies and techniques that have invaded in the field of teaching throughout the world, it seems that the time has come for teacher educators everywhere to develop new and particular insights into pre-service teachers’ reflections on teaching actions in the unique context of teaching skills.

For any change, every nation has expectations from its teachers and the citizens in general. Education ought, therefore, need to aim at the development of power of adaptation to an ever changing Social environment. It is believed that every individual is born with latent potentials and education helps in its further development. Moreover, education is considered to be a process which contributes to the natural and harmonious development of man’s innate powers, brings out complete development of his individuality, results into desirable behavior changes and ultimately prepares him for happy and responsible life. In the words of Dewey” education helps us in anticipating certain salvations and consequences. We, therefore, plan our future experiences in such a way that we secure their beneficial consequences and avert the undesirable ones”.

Obviously, schools and teachers are the crucial agents for bringing out the desirable changes in the system. Therefore, teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. For this, they have to attain the attitude, aptitude, interest, values and certain competencies of the teaching profession to ensure the fulfillment of the expected assignments. Keeping in view this objective, teacher-training institutions are providing training to pupil-teachers or the prospective teachers.
The ultimate criterion for judging a teacher, a teaching institution, a teacher-education programme, or even an entire establishment engaged in imparting education, is the improvement in the education of the millions of learners.

General teaching competency, competency of teachers' concern for students, competency of using audiovisual aids, competency of professional perception, competency of giving assignments, competency of illustrating with examples, competency of pacing while introducing, logical exposition, classroom management, use of questions, initiating pupil participation, use of blackboard, recognizing attending behavior and competency of achieving closure were the desirable teaching competencies of a teachers.

The use of microteaching within teacher education is seen as an important way of introducing pre-service teachers to the complexities of teaching and as a bridge that connects theory to practice. The purpose of this study is to examine the potential of prospective teachers in their microteaching performances in the form of teaching skills and how they use the teaching skills in the class.


The common factors to the teaching of science and social science subjects were skills of introducing a lesson, blackboard writing, questioning, reinforcement, summarizing the lesson, using teaching aids and explanations.

From the studies cited above, it appears that researchers have tried to arrive at a general description of teachers, and to identify the skills of teachers specific to subjects, namely: physical education, arts, science, mathematics, English, and social science Partap (1982), Bhasin (1988), Banga (2003), Parmar et al (2008),
Mehmet and Hasan (2009). There is a need to conduct such studies related to these subjects as well as others at various levels, so that one can arrive at a generalization. Attempts have to be made to identify teaching skills in the context of teaching aptitude and attitude towards teaching. All this will help in giving new direction to teacher training programmes.

Professional success of teaching depends mainly on teachers’ up-to-date knowledge, teaching competence, fullest devotion and dedication along with his aptitude and attitude towards teaching. In the present day world with the advancement in technology these qualities can be inducted only through education. And a teacher tries to teach in the way in which he himself was taught by his favorite teachers, this tends to perpetuate the traditional methods of teaching. Such an attitudes become an obstacle in the progress in a situation like the current time when new and dynamic methods of instruction are needed. Because a teacher with favorable attitude can force his students to learn more. He must have positive and favorable attitude towards his profession, his students, society and other related components of his profession. Many studies have been done on pre-service and in-service teachers to find the relationship between teaching effectiveness, teaching competence, teaching skills, attitude towards teaching, teaching aptitude, teaching success, teacher’s knowledge, personality factors, microteaching skills, locus of control professional interest, professional attitude, professional attitude. Mutha (1980), Bhasin (1988), More (1988), Shah (1991) found relation between teaching aptitude and teaching effectiveness. Vyas (1982), Kukreti (1991 and 1992) found relation between teaching aptitude and teaching success. Partap (1982) studied eight teaching skills, Sharma (2006) studied teaching skills and teaching aptitude, Ehindero and Ajibabe (2000) studied relation between teaching skills and academic performance, Thamilmami (2000) found relation between teaching competence, attitude towards teaching and personality of teachers; Lyoyd (1990), Chahar (2005), Spickard (2007) studied relation between teaching skills and attitude towards teaching. No study
has been found that studied the relationship of teaching aptitude and attitude towards teaching with respect to teaching skills among the prospective teachers.

So the present study has been done to justify the discussions have done above that a good competent teacher should have the knowledge of different types of teaching skills and also have attitude towards teaching with the capacities and potentialities acquiring proficiencies towards the profession i.e. teaching aptitude.

1.41 STATEMENT OF THE PROBLEM:

The problem is stated as

APPRAISAL OF TEACHING SKILLS OF PROSPECTIVE SCIENCE AND SOCIAL STUDY TEACHERS IN RELATION TO TEACHING APTITUDE AND ATTITUDE TOWARDS TEACHING.

1.42 DELIMITATIONS

1. Teaching Skills covered in the Baroda General Teaching Competency Scale given Skill of (Writing instructional Objectives, Introducing a Lesson, Fluency in Questioning, Probing Questioning, Explaining, Illustrating with Examples, Stimulus Variation, Silence and Non Verbal Cues, Reinforcement, Increasing Pupil Participation, Using Blackboard, Achieving Closure, Recognizing Attending Behavior) were taken for the present study.

2. Teaching Skills were compared with Aptitude and Attitude towards Teaching.

3. The area of the study was limited to Colleges of Educations having permanent affiliation to Punjab University, Chandigarh only.

4. The Prospective Teachers selected for the study were pre-service Science and Social Studies Teacher Trainees only.
1.43 OBJECTIVES OF THE STUDY:
The study was conducted with following objectives in view:
1 (a) To study the relation between Teaching Skills and Teaching Aptitude of Prospective Science Teachers.
1 (b) To study the relation between Teaching Skills and Teaching Aptitude of Prospective Social Studies Teachers.
2 (a) To study the relation between Teaching Skills and Attitude towards Teaching of Prospective Science Teachers.
2 (b) To study the relation between Teaching Skills and Attitude towards Teaching of Prospective Social Studies Teachers.
3 (a) To compare the conjoint effect of Teaching Aptitude and Attitude towards teaching towards the prediction of Teaching Skills among Prospective Science Teachers.
3 (b) To compare the conjoint effect of Teaching Aptitude and Attitude towards teaching towards the prediction of Teaching Skills among Prospective Social Studies Teachers.

1.44 HYPOTHESES
Directed towards the objectives of the study and on the basis of review of related literature following hypotheses were formulated for verification:
1 (a) There will be no significant relation between Teaching Skills and Teaching Aptitude of Prospective Science Teachers.
1 (b) There will be no significant relation between Teaching Skills and Teaching Aptitude of Prospective Social Studies Teachers.
2 (a) There will be no significant relation between Teaching Skills and Attitude towards Teaching of Prospective Science Teachers.
2 (b) There will be no significant relation between Teaching Skills and Attitude towards Teaching of Prospective Social Studies Teachers.
3 (a) The prediction of Teaching Skills among the Prospective Science Teachers on the basis of conjoint effect of Teaching Aptitude and Attitude towards Teaching will be significantly higher as compared to their separate prediction.

3 (a) The prediction of Teaching Skills among the Prospective Social Studies Teachers on the basis of conjoint effect of Teaching Aptitude and Attitude towards Teaching will be significantly higher as compared to their separate prediction.

1.45 ORGANISATION OF THE CHAPTERS IN THE STUDY:

First chapter is the introduction of the topic, review of related studies, statement of the problem, objectives and hypothesis. Second chapter deals with method and procedure adopted for carrying out the present investigation. Analysis and interpretation of the data and the result have been detailed sequentially in the third chapter. The fourth chapter, being the last chapter, consists the summery and conclusion. Bibliography and appendices give support to the end of the study.