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Teacher Education: Pre-service and In-service

J. N. JOSHI

Agarwal, Meenakshi. 1991. **Job satisfaction of teachers in relation to some demographic variables and values**. Ph.D., Edu. *Agra Univ.*

Problem: The study assesses the job satisfaction of teachers in relation to their ascribed and achieved characteristics as also the values of teachers having high and poor job satisfaction.

Objectives: (i) To study the job satisfaction of teachers in relation to their achieved characteristics, (ii) to study the job satisfaction of teachers in relation to their ascribed characteristics, and (iii) to study the values of teachers having high job satisfaction and poor satisfaction.

Methodology: In the present survey, the sample comprising 338 female and 265 male primary and secondary school teachers was administered the Job Satisfaction Test (Gupta and Srivastava), the Teachers Personal Blank (by the investigator) and the Value Test (Bhargava). Mean, SD, 't' test and bi-serial correlation were calculated for the analysis and interpretation of data.

Major Findings: (1) Non-SC, urban and Hindi-speaking teachers were found to be more satisfied. The male teachers had greater job satisfaction than the female teachers. (2) Trained postgraduate teachers, single-family teachers and the more experienced government school teachers were found to be more satisfied with their jobs. (3) Economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not. [SS 0789]

Agarwal, S. 1988. **A study of adjustment problems and their related factors of more effective and less effective teachers (with reference to primary level female teachers)**. Ph.D., Edu. *Rohilkhand Univ.*

Problem: This study addresses the adjustment problems of more and less effective female teachers at primary level and also the factors related with these problems.

Objectives: (i) To analyse the adjustment problems of more effective and less effective female teachers of primary level, (ii) to identify the factors related with adjustment problems of more effective female teachers, and (iii) to identify the factors related with adjustment problems of less effective female teachers.

Methodology : The survey was descriptive in nature. Purposive sampling technique was employed to select 400 female teachers from 44 schools of Bareilly City, who were administered the Teacher Attitude Inventory (translated in Hindi by Singh), the Adjustment Inventory (Sinha and Singh), educational achievement scores of teachers and a rating scale for measuring teacher effectiveness (rated by the principal).

Major Findings: (1) There was a significant difference between the adjustment problems of more effective and less effective female teachers at primary level; the more effective teachers were better adjusted than their less effective counterparts. (2) Social factors were found more prominent in the adjustment problems of more effective teachers, while in the case of less effective female teachers the emotional factors were found more influential. [BS 0956]

Atreya, Jai Shanker. 1989. **A study of teachers' values and job satisfaction in relation to their teaching effectiveness at degree-college level.** Ph.D., Edu. *Agra Univ.*

Problem: The main aim of the research is to study the values and job satisfaction of teachers having high, average and low teaching effectiveness.

Objectives: To identify teachers of high, average and low teaching effectiveness, (ii) to find out the values and magnitude of job satisfaction associated with teachers of high, average and low teaching effectiveness, and (iii) to find out the degree of influence of teachers' values and job satisfaction on teaching effectiveness.

Methodology: The study was an ex-post facto research wherein 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for the study were a new Test for Study of Values by Gilani; the Teachers' Job Satisfaction Questionnaire of Kumar and the Teachers' Effectiveness Scale (adapted form, by Kumar and Mutha). The data were treated with 't' test, partial correlation and multiple correlation.

Major Findings : It was found that at degree-level, teaching effectiveness was significantly related to values and job satisfaction. (2) Teaching effectiveness was found to be a normally distributed trait. (3) The effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching. [SS 0760]

Awasthi, Neelam. 1989. **Personality profiles of popular and unpopular teachers and their relationship with teaching proficiency**. *Indian Educational Review*, Vol. 24 (2): 95-104.

Problem : The aim of the study is to find out the personality profiles of popular and unpopular teachers and their relationship with teaching proficiency.

Objectives: (i) To study the personality profiles of popular teachers, (ii) to study the personality profiles of unpopular teachers, (iii) to compare the personality profiles of popular and unpopular teachers, and (iv) to find out the relationship of personality profiles of popular teachers with their teaching proficiency.

Methodology: This was an independent study wherein the initial sample comprised 99 male and female teachers from six intermediate colleges of Kanpur (U.P.). The final sample comprised 80 teachers who were administered Cattell's 16-Personality Factor Questionnaire and Verma's 25-Rating Scale of Traits to select popular and unpopular teachers. Mean, SD, 't' values, and correlation were computed while treating the data.

Major Findings: The popularity of teachers in their profession is related to their prescribed traits—that is, they were reserved (A-) which indicated the qualities of detachment and coolness; assertive (E-); sober (F-); conscientious (G+); slightly tough-minded (I-); extremely shrewd (N+); slightly experimenting ($Q1_+$); and slightly self-sufficient ($Q2_+$). [SPr 1432]

Basi, Satpal Kaur. 1991. **A study of the teaching competency of language teachers in relation to their job-satisfaction, locus-of-control and professional burnout.** Ph.D., Edu. *Panjab Univ.*

Problem: The study focuses on measuring the teaching competency of language teachers of Ferozepur, Ropar and Ludhiana districts and ascertained the difference between the more competent and the less competent language teachers in relation to the measures of job-

satisfaction, locus-of-control and professional burnout. It also attempted to study the difference between various groups of language teachers on the basis of sex, background of school, type of school, the language taught by the teachers and tenure of service.

Objectives: (i) To measure the teaching competency of language teachers of Ferozepur, Ropar and Ludhiana districts, (ii) to ascertain the difference between the more competent and less competent language teachers in relation to the measures of job-satisfaction, locus-of-control and professional burnout, (iii) to study the difference between various groups of language teachers on the basis of sex, background of school, type of school, the language taught by the teachers and their tenure of service, (iv) to study the relationship between the various criterion measures of teaching competency, and (v) to study the significance of difference among the language teachers teaching in Ludhiana, Ferozepur and Ropar districts.

Methodology: The final sample, picked through incidental purposive sampling, involved 440 trained graduate male and female language teachers and 2,000 students from high and higher secondary schools of three districts of Punjab, namely, Ropar, Ludhiana and Ferozepur. The tools used included the Self-rating Scale for Teachers of Sidhu, the Pupils Ratings of Teachers Scale of Grewal, the Teachers' Job Satisfaction Scale of Chandel, Rotter's Internal-External Scale, and the Maslach Burnout Inventory. Mean, SD, 't' ratios, Analysis of Variance, Pearson's Coefficient of Correlation and Factor Analysis were employed to analyse the data.

Major Findings: (1) The findings indicated that language teachers had a moderate sense of personal accomplishment and success, and so they did not experience any professional burnout. (2) There was no difference between the teaching competency and job satisfaction of teachers on the basis of their locus-of-control. (3) Female teachers, urban school language teachers, and higher secondary level language teachers were found more externally controlled and satisfied with their jobs than the rural and high school language teachers. (4) There existed a positive correlation between the measure of job satisfaction and the criterion measures of teaching competency; and a negative correlation between locus-of-control and teaching competency, professional burnout variables and criterion measures of teaching competency. [JNJ 0255]

Bawa, M.S. 1989. **Interaction analysis and its implications for teacher education**. *Indian Educational Review*. Vol. 24 (3): 95–102.

Problem: The focus of the study is on describing interaction analysis, the purpose of interaction analysis, and its implications for teacher education.

Objectives: (i) To study the concept of interaction analysis, (ii) to study its structure and type, (iii) to study the purpose of analysing teaching behaviour, (iv) to study the funding of researches on interation analysis, (v) to study the limitations of the technique, and (vi) to study the research possibilities based on its use.

Methodology: It was an independent study having the nature of a library research in which research studies on interaction analysis and its effectiveness in modification of teachers' behaviour were reviewed. Systems of interaction analysis were described.

Major Finding : It was found that interaction analysis holds great promise as a research and training technique for effective improvement in verbal communication, especially when used in conjunction with other techniques for teacher training. [HLS 1442]

Behera, A. 1989. **An evaluative study of the problems of teacher education programme at the college level undertaken by private agencies in Orissa.** M.Phil., Edu.*Utkal Univ.*

Problem: The study investigates the problems of teacher education programmes undertaken by private agencies in Orissa at the college level, and makes suggestions to the authorities regarding qualitative improvements with regard to curricular as well as co-curricular activities and other facilities.

Objectives: (i) To investigate the basic problems of private teachers' training colleges, (ii) to analyse the problem from the organisational and administrative points of view, (iii) to make suggestions to the authorities and educationists for the improvement of the institutions with regard to curricular and co-curricular programmes and facilities, and (iv) to provide a humble guideline to future researchers for further study in the area.

Methodology: The final sample consisted of 150 male and 50 female pupil-teachers from 14 randomly selected training colleges of Orissa. A questionnaire, a check-list, interview, and observations were the tools used in the study. Percentages were calculated to arrive at meaningful conclusions.

Major Findings : (1) The findings indicated a high positive correlation between the average number of problems of male and female pupil-teachers of Orissa. (2) The most crucial problems of teacher-educators (trainees) were health and physical development, future employment and living conditions. [KCP 0504]

Bhargava, Shiv Ganesh. 1992. **Attributional analysis of teachers' expectations in secondary schools.** Independent study. *Bombay: Indian Institute of Technology,* [ERIC Funded]

Problem: It attempts to study the attributional analysis of teachers' expectations in secondary schools.

Objectives: (i) To identify the factors associated with teachers' expectations about the performance of their students, and (ii) to develop a model of the process of teachers' expectations.

Methodology: A pilot study was conducted on three independent models representing teachers from primary, secondary and higher secondary schools to select the final samples which consisted of 386, 292, and 304 teachers respectively in the three different models. Individual interviews and Teachers' Expectation Scale were used. ANOVA, 't' test, and regression analysis were employed to treat the data.

Major Findings: (1) Teachers teaching in secondary schools in rural areas formed expectations about the performance of their students on the basis of exemplary and non-exemplary characteristics and social-status information of the students. (2) Teachers' expectations were not based on performance related variables; other variables did contribute in this process. (3) Teachers' backgrounds, educational qualifications and satisfaction showed a significant effect on the expectation process of the teachers. [SKB 1216]

Bhasin, Chanchal. 1988. **Teaching aptitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community.** Ph.D., Edu. *Rani Durgavati Vishwavidyalaya.*

Problem: An attempt has been made to study the teaching aptitude and its relationship with teaching effectiveness among the higher secondary school teachers of Madhya Pradesh. Other factors influencing teaching aptitude and teaching effectiveness were also studied.

Objective: To study the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers.

Methodology: The sample comprised 300 male and 300 female teachers from science and human science disciplines, drawn from government and non-government schools of urban and rural areas, taken by the random method. They were administered the Teaching Aptitude Test of Prakash and Shrivastava and the Teacher Effectiveness Test of Kumar and Mutha. The

collected data were treated using inferential statistics.

Major Findings: (1) It was found that teaching aptitude had a significant positive correlation with teaching effectiveness, but it had no direct relationship with teacher-community participation. (2) A significant difference was found between science and human sciences teacher in relation to teaching aptitude. (3) No significant difference was found between rural and urban, government and non-government, and male and female teachers with regard to their aptitude and effectiveness. [NNS 0734]

Bhatnagar, T.N.S. 1988. **A report on the study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education.** Independent study. *National Council of Educational Research and Training.* [ERIC Funded]

Problem: It attempts to report on the study of the development of tools for supervision and evaluation of student-teaching and practical work in the colleges of education.

Objectives: (i) To identify activities under student-teaching and other practical work which might be common in the B.Ed. curriculum in the case of most universities in the country, (ii) to develop tools for the assessment of all these activities under student-teaching and other practical work prescribed in the B.Ed. courses being run at that time by various universities, and (iii) to try out these scales in actual training situation through feedback from colleges of education.

Methodology: The study had two phases. The first phase concentrated on the review of studies and literature on student-teaching along with the analysis of the B.Ed. syllabi followed by various universities; the second phase was concerned with the development of tools for supervision and evaluation of student-teaching and other practical work of the B.Ed. programme. The sample comprised teacher-educators and principals of colleges of education in Andhra Pradesh and Karnataka, who attended the three workshops held at Hyderabad and Bangalore where the tools were finalised on the basis of their judgement. Rating scales were used as the tools for the study and feedback on these was received from the teacher-educators and principals.

Major Findings: The findings stressed the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the country. (2) Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments. [Author 1110]

Bhosale, Vatsala. 1992. **A critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra, and its implementation.** Ph.D.. Edu. *Shreemati Nathibai Damodar Thackersey Women's Univ.*

Problem: This study addresses its[illegible] to the comparison of different curricula of [illegible]ducation developed by all the universities in [illegible]e State of Maharashtra, and focuses on proble[illegible]s faced by principals, teacher-educators and [illegible]tudent-teachers.

Objectives: (i) To study the recommendations made by the Kothari Commission with reference to teacher education, (ii) to study the recommendations made by the State Government of Maharashtra with reference to teacher education in a white paper based on recommendations made by the Kothari Commission, (iii) to study critically and in depth the curricula of teacher education prepared by all the universities of the State of Maharashtra, (iv) to identify the difficulties faced by the principals in implementing new curriculum of teacher education, and (v) to study the opinions of principals, faculty members and

student-teachers with respect to new curriculum of teacher education.

Methodology: In this descriptive survey, the sample consisted of all 40 Marathi-medium colleges of education in the State of Maharashtra. The data were collected from 40 principals, 100 teacher-educators, 300 student-teachers, and 250 teachers. The tools used for collecting data included a questionnaire, an opinionnaire and an interview schedule. The data were analysed by frequencies and percentages.

Major Findings: (1) The majority of the topics were common to the teacher education curriculum of all the universities in the State of Maharashtra. There was a variation in topics with respect to some of the papers.(2) The number of lessons to be taught by the student-teachers was not the same in all the universities. (3) Some of the optional papers and the nature of practical work were also different with respect to the curricula, according to student-teachers, and teacher-educators. (4) All the optional papers taught were quite essential to the teaching profession. (5) The majority of principals, teacher-educators, student-teachers and teachers were of the opinion that the new curriculum was suitable for developing teaching competence among the student-teachers. [AGB 1289]

Bhushan, Vidya. 1992. **Factor content of the Minnesota Teacher Attitude Inventory in Hindi**. *Indian Educational Review*, Vol. 27 (3): 111-16.

Problem: It is an attempt to find out the factor content of the Minnesota Teacher Attitude Inventory in Hindi.

Objective: To find out the factor content of the Minnesota Teacher Attitude Inventory administered to teachers in India.

Methodology: The sample comprised 475 higher secondary school teachers from 20 different schools, who were selected randomly. The Hindi version of the Minnesota Teacher Attitude Inventory was used as the tool. The collected data were treated with intercorrelations, and factor analysis.

Major Findings: : (1) Factor I, containing 28 items, indicated that the Indian teachers did allow a narrow freedom to the students but at the same time kept their authority over them. (2) Factor II, containing 31 items, indicated that the Indian teachers did have a conflict with pupils' interests. (3) Factor III, containing 21 items, emphasised strict discipline and obedience in handling pupils, as indicated by the statements. On the whole, the Indian teachers agreed with the statements of this factor, although there was great variation. [SPr 1543]

Bisaria, S. 1991. **Mobility patterns and professional commitments of higher secondary teachers: A pilot study.** Indepndent study. *National Council of Educational Research and Training.* [ERIC Funded].

Problem: It attempts to study the mobility patterns and professional commitments of higher secondary teachers of Delhi.

Objectives: To develop a frame for checking the professional commitment of higher secondary school teachers in Delhi in their mobility patterns.

Methodology: Fifty schools were identified for conducting the study. The tools of the study were pilot-tested in three higher secondary schools of Delhi. After appropriate revision of the tools, a survey was conducted of all the teachers teaching higher secondary classes in the sample schools. An interview schedule was used for principals whereas the students were interviewed informally.

Major Findings: (1) The findings suggested that the general scheme of transfers after a certain length of stay at one school was not conducive to commitment. In fact, frequent transfers and a majority of the mobility patterns were negatively correlated to professional commitment; therefore, it might be a good policy,

if transfers were done only after an assessment of the performance of teachers. (2) Upward mobility was conducive to professional commitment but downward and horizontal mobility were negatively correlated with professional commitment. (3) Under normal circumstances women teachers detested going to school—more so when the distance between their home and the school was too large. [VKR 1193]

Bordoloi, Ajanta Dutta. 1990. **A critical evaluation of teacher-education in Assam at the primary level during the post-Independence period with special reference to the curriculum and in-service training.** Ph.D., Edu. *Gauhati Univ.*

Problem: It attempts to critically evaluate the teacher-education in Assam at the primary level during the post-Independence period with special reference to curriculum and in-service training.

Objectives: (i) To trace the historical development of primary teacher education in Assam, (ii) to find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, (iii) to find out the major drawbacks of the present curriculum, (iv) to analyse the problems which are faced by the trainees and teacher-educators, and (v) to make suitable recommendations for solving the same.

Methodology: In the present evaluative research, questionnaire, interview and observation were used as tools. A sample survey of 27 primary schools was conducted. Information was collected from old records, documents, books, magazines, periodicals, school annual reports, office registers, office files, newspapers, reports of different committees and commissions, curriculum and syllabi of basic training centre and the B.T. course of Gauhati University and Dibrugarh University. Information was also collected from interviews and from questionnaires circulated to the Principals, Basic Training Centres, headmasters/headmistresses, teacher-educators and teacher-trainees.

Major Findings: (1) The major findings of the study showed that despite the existence of 22 training centres to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to the mark. (2) They also suffered from lack of adequate physical and educational facilities. (3) Organisation and evaluation of practice-teaching were not scientific. Supervision of practice-teaching was not satisfactory. (4) The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. (5) Trained teachers did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses. [RD 0142]

Budhisagar, Meena and Sansanwal, D.N. 1991. **Achievement of B.Ed. students: Effect of treatment, intelligence, attitude towards teaching profession and their interactions.** *Indian Educational Review*, Vol. 27 (4): 47-65.

Problem: It attempts to study the influence of attitude towards the teaching profession on the achievement of students studying through Programmed Learning Material (PLM), Advance Organiser Material (AOM) and the Traditional Method (TM).

Objective: To study the effect of treatment, intelligence, attitude towards the teaching profession and their interaction on the overall achievements of the students.

Methodology: The study was designed on the post-test control-group design. There were three levels of treatment and three groups of students. The treatments were randomly assigned to the three groups. The study was conducted in two stages wherein instructional material was

developed for 109 and 139 arts and science graduates admitted during the academic sessions 1983-84 and 1984-85 to the University Teaching Department of Education, Devi Ahilya Vishwavidyalaya. The tools used included Raven's Advanced Progressive Matrices and the Attitude Scale of Katti and Bannur. The data were analysed using ANOVA of unequal cell-size.

Major Findings: (1) The mean achievement scores of the students belonging to the three treatment groups differed significantly. (2) AOM was found to be superior to PLM in terms of achievements of the students. (3) The PLM group was found to be significantly more effective as compared to the TM group. (4) The AOM group was found to be significantly more effective as compared to the TM group. (5) The instructional material based on AOM was found to be significantly superior to that based on the Operant Conditioning Model and the Traditional Method. (6) Intelligence was found to affect significantly the overall achievement of the students whereas attitude towards the teaching profession did not. [SPBa 1927]

Chaudhury, Kamlesh. 1988. **A study to find out the efficacy of the Concept Attainment Model for training pre-service teachers.** Independent study. *Pune: Adarsha Comprehensive College of Education and Research.*

Problem: The study attempts to find out the efficacy of Concept Attainment Model in training pre-service teachers.

Objectives: (i) To help students acquire new concepts in science and enrich and clarify their thinking on known concepts using the Concept Attainment Model (CAM) of Bruner, developed by Bruce Joyce and Marsha Weil (1972), (ii) to find out the effect of peer-practice feedback on student-teachers' performance as measured on the Teaching Analysis Guide (TAG), and the effect of practice as measured on TAG, and (iii) to find out the feasibility of integrating training in CAM in the practice-teaching programme for pre-service teachers in terms of reactions of pre-service teachers after each stage of training.

Methodology: The study involved 10 volunteer student-teachers having science and English as their methods of teaching and teaching in the English medium, belonging to the Adarsha Comprehensive College of Education and Research. They were all females and their percentile ranks as tested on Raven's Standard Progressive Matrices ranged from 50 to 95. School students of Classes VI to X of various volunteering schools in Poona were also involved. The student-teachers were first given orientation in the theory of model of teaching and CAM by the investigator, followed by three demonstration lessons in science, followed by feedback on TAG. Peer-practice started in quadros and diads. The Teaching Analysis Guide (TAG) (Bruce Joyce), the Theory Check-up — CAM (Bruce Joyce) and Reaction Scales RS2, RS3 (NCERT) were the tools used for the study.

Major findings: (1) The Concept Attainment Model was found to be effective in teaching concepts in science to students. However, though it developed critical thinking and the students were actively involved, most teachers and students felt that it was time-consuming and only bright students participated. (2) There was a disagreement as to whether CAM was better than the traditional teaching method employed by the regular teachers. However, most students felt that they would like to be taught at least some of the topics through CAM. [KC 0080]

Chopra, R.K. 1988. **Status of teachers in India.** Independent study. *National Council of Educational Research and Training.* [ERIC Funded]

Problem: It attempts to study the status of teachers in India.

Objectives: (i) To investigate the academic, economic, professional and social status of pre-primary, elementary, secondary and higher secondary school teachers, (ii) to assess the

status of teaching manpower in terms of quantity as well as quality, and (iii) to find out the areas of improvement and deficiency in order to suggest future programme of action to accelerate teacher development.

Methodology: The teachers working at pre-primary, elementary, secondary and higher secondary school stages in the country were involved. The professional preparation and the recruitment procedures of teachers were considered. A questionnaire covering major aspects of the status of teachers was developed under three sections–professional education of teachers, economic status and professional status. Percentages, averages and median values were calculated to analyse various aspects of the status of teachers.

Major Findings : (1) Different levels of teacher-education institutions exist in the country. (2) While the procedure of recruitment varied from state to state, service conditions and rules were fairly uniform in different types of schools. (3) Working facilities required improvement all over, particularly in the rural areas. Salary scales differed greatly from state to state. (4) Teachers received welfare benefits and have organised themselves for safeguarding their interests. (5) Recognition was given to teachers through various awards. [MSG 1156]

Choudhary, Satya. 1989. **Relationship between figural creative thinking abilities of student-teachers and the intellectual climate index of the classroom.** *Indian Educational Review*, Vol. 24 (3): 59-79.

Problem: It attempts to study the relationship between figural creative thinking abilities of student-teachers and intellectual climate index of the classroom.

Objective: To find out the relationship between figural creative thinking abilities of student-teachers on the one hand, and teacher-centred intellectual climate of the classroom and pupil-centred intellectual climate of the classroom, on the other.

Methodology: The sample consisted of 100 teacher -trainees—46 male and 54 female (being trained for secondary school teaching)—drawn from one of the colleges of education in Haryana. The tools used were the Torrance Tests of Creative Thinking — Figural Form A (TTCT Figural), and the Jangira Interaction Analysis Category System (JIACS). The collected data were treated with Mean, SD and 't' test.

Major Findings: (1) High creative teachers as compared to the less creative teachers talked more (both lecturing and asking questions) at the convergent, divergent and evaluative levels and less at the cognitive memory level. (2) In the classrooms of high creative teachers (barring a few exceptions), pupils responded significantly more at the convergent and divergent levels and less at the factual level as compared to the students of the less creative teachers. (3) Creative teachers did not welcome pupil participation at the factual level; they (high on figural originality) did welcome pupil initiation, especially of volunteering information at this level. [Spr 1441]

Choudhury, Namita Roy. 1990. **Personality of the teacher and classroom discipline.** *Indian Educational Review*, Vol. 25 (3).

Problem: The study attempts to assess the effect of the personality of the teacher on classroom discipline.

Objectives: (i) To find out the effective personality factors of teachers for maintaining classroom discipline, (ii) to find out the correlation between personality factors of teachers and classroom discipline, and (iii) to compare the two groups of teachers, effective and non-effective, for maintaining classroom discipline.

Methodology: The sample consisted of 500 secondary school pupils and 50 secondary school teachers of Bombay City. The random sampling technique was used. A 10-point rating scale, and the Teachers' Personality Rating Scale were used as tools. Mean, SD and bi-serial correlation were computed to treat the data.

Major findings: (1) The teachers who scored high on the basis of the assessment on the Teachers' Personality Rating Scale were found effective in maintaining classroom discipline, whereas the low scorers were found ineffective. (2) A significant correlation was found between the personality factors of teachers and classroom discipline. [SPr 1879]

Clemence, S. Mary. 1989. **A 3 x 3 ANOVA of job satisfaction among high school women teachers by their role conflict and dimensions of values**. M.Phil., Edu. *Bangalore Univ.*

Problem: It attempts to study the job satisfaction of high school women teachers as related to role conflict and dimensions of values.

Objectives: (i) To study the effect of role conflict on the different components of job satisfaction of high school women teachers, (ii) to examine the combined effect of the different dimensions of values and role conflict on the different components of job satisfaction of high school women teachers, and (iii) to examine the combined effect of different components of job satisfaction of high school women teachers.

Methodology: The random sample for the study was 250 women teachers teaching at high school level in Bangalore City, which included 75 teachers working in government high schools, 100 women teachers working in private high schools and 76 teachers working in corporation high schools. The data were collected using the Job Satisfaction Scale of Sudha and Sathyanarayana, the Occupational and Domestic Role Conflict Scale of Allport, Vernan and Lindzey, and the Study of Values of Sudha, Sathyanarayana and Bhagavathy. The collected data were treated with ANOVA.

Major Findings: (1) Role conflict was found to affect negatively all the dimensions of job satisfaction and in toto. Among the dimensions of values, only one dimension, viz. social value, was found to affect the total job satisfaction of high school women teachers. (2) Women teachers who were moderate in their social dimension of value expressed significantly more total dissatisfaction than either the low or high groups of social dimension of value. But the extreme groups did not differ. The interaction effect was significant in only one stray instance, viz. the role conflict and theoretical dimension of value on the interpersonal component of job satisfaction of high school women teachers. [MKh 0317]

Das, R. 1991. **A comparative study of the evaluative procedures of the secondary teacher-training institutions in Gujarat state.** M.Phil., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: It is an attempt to compare the evaluative procedures of secondary teacher-training institutions in Gujarat State.

Objectives: (i) To find out the differences in the evaluative procedures among the secondary teachers' training Institutions in Gujarat State, and (ii) to study the opinions of the principals/heads of the institutions regarding the evaluative procedures which they are adopting.

Methodology: A sample of 36 teachers' training institutions and their principals/heads was selected for the study. A questionnaire was developed by the investigator to collect information regarding the evaluation procedures followed in the teacher-training colleges and the opinion of principals/heads regarding them. Percentage analysis was carried out.

Major Findings: (1) Diversity exists in the evaluation process in teacher-training colleges. (2) The majority of the institutions follow a mixture of internal and external evaluation procedures. (3) An external-cum-internal marking system with continuous evaluation, and the semester system should be adopted in all teacher-training colleges. [MSY 0935]

Das, Saradindu. 1992. **A study of the effectiveness of the present curriculum of the one-year junior basic training programme for the teachers of primary schools of Assam in**

developing the proper attitude towards the teaching profession. Independent study. *Cachar: District Institute of Education and Training.*

Problem : It attempts to find out whether the one-year training programme for the teachers of primary schools of Assam can bring about significant change in their attitude towards the teaching profession.

Objectives: (i) To study the effect of the one-year training programme for teachers of primary schools in developing the proper attitude towards the teaching profession, (ii) to study and compare the effect of the above training in developing attitude among rural and urban teachers, and (iii) to study and compare the effect of the above training in developing attitude among experienced and inexperienced teachers.

Methodology: Teacher-trainees of the Training Institute of Assam undergoing this training programme, and teacher-trainees of DIET Udarbond, Cachar, of the session 1991-92 were involved in this study. The Teachers' Attitude Inventory prepared by Ahluwalia was used. The study followed a pre-test, post-test design. Mean, SD and 't' test were used in treating the collected data.

Major Findings: (1) The training programmes were effective for both rural and urban teachers regarding the development of attitude. (2) Teaching experience alone could develop the proper attitude towards the profession. (3) Teachers in urban areas were better qualified than their counterparts in rural areas. (4) It was recommended that emphasis has to be given to co-curricular activities along with academic subjects. [PKB 1607]

De, Dilip. 1991. **A cross-sectional study of professional traits of secondary school teachers and their impact upon classroom communication.** Ph.D., Edu. *Univ. of Kalyani.*

Problem: It attempts to undertake a cross-sectional study of professional traits of secondary school teachers and their impact upon classroom communication.

Objectives: (i) To investigate some necessary traits of the teacher's personality which make him a good teacher and, at the same time, maximise his impact on classroom communication and (ii) to develop (a) a standardised scale for measuring the professional traits of teachers (DIPTOTS); (b) a standardised scale for assessing classroom communication (CCSST), (iii) to determine the extent of professional traits sex-wise, strata-wise, and training-wise, (iv) to find out if there is a 'g' factor among professional traits, and (v) to determine a multiple regression equation of classroom communication on the dimension of professional traits.

Methodology: A sample of 450 teachers was drawn from 83 schools from seven districts of West Bengal. The tools used for the study included the Professional Traits of Secondary School Teachers (DIPTOTS) and Assessment of Classroom Communication. The collected data were treated with U-test, ANOVA, regression and factor analysis.

Major Finding: The inter- and intra- relationships in the dimensions of the DIPTOTS and CCSST test scores gave a universe from which an enterprising teacher could draw ideas for his professional advancement. [PDR 0619]

Desai, Susheela S. 1992. **Interactive effect of sources of feedback and student-teacher personality on student-teacher competence.** Ph.D., Edu. *Karnatak Univ.*

Problem: The study is undertaken to determine the interactive effect of sources of feedback and student-teachers' personality on student-teacher competence, controlling the intelligence as a co-variate.

Objectives: (i) To compare the teaching

competence of student-teachers in the audio and supervisory groups, (ii) to compare the teaching competence of high and low neurotic student-teachers and high and low extravert student-teachers, (iii) to assess the differential effectiveness of audio feedback on high and low neurotic student-teachers and high and low extravert student-teachers, (iv) to find out the interactive effect of source of feedback and student-teacher neurotic personality on student-teacher competence, and (v) to find out the interactive effect of sources of feedback and student-teacher extravert personality on student-teacher competency.

Methodology: The study had a 2x2 factorial experimental design with intelligence as the co-variate. The sample of the study involved 32 male student-teachers from a college of education in Bijapur. The tools of the study were Eysenck's Personality Inventory translated into Kannada to measure student-teacher personality, Raven's Standard Progressive Matrices to measure intelligence (the co-variate), NCERT's Teacher Assessment Battery to assess teacher competence and Passi's Feedback Observation Tools of Occurrence Schedule and Rating Scale (suitably modified) for each skill. The collected data were treated with mean, SD and ANOVA.

Major Findings: (1) Student-teacher personality factors of neuroticism and extraversion were not related to either student-teachers' acquisition of teaching competence or competence in each of the four skills. (2) Supervisory feedback was more effective than audio feedback in facilitating student-teachers' acquisition of both teaching competence and individual skill competence. (3) Although interaction was not significant, the trend of the relationship lent support to the hypothesis that low neurotic students would perform better under audio and high neurotic students would perform better under supervisory feedback. [KR 0583]

Deshpande, Shashikala. 1991. **Evaluation of teaching: A multi-dimensional approach.** Independent study. *Karnatak Univ.* [UGC Funded]

Problem: It attempts to evaluate teaching from the multi-dimensional approach. Further, it attempts to evaluate teachers by using a modified version of Popham's Performance Test as well as the conventional methods of evaluation such as student ratings, heads' ratings and observation of teachers' classroom behaviour to obtain a comprehensive picture of teacher effectiveness.

Objectives: (i) To determine the effectiveness of teachers through the modified version of Popham's Performance Test, (ii) to determine the relationship of student ratings with heads' ratings of teachers and students' achievement, (iii) to determine the relationship between head's ratings and students' achievement, (iv) to determine the relationship between teacher behaviour indices and pupil achievement, and (v) to predict students' achievement by student ratings, heads' ratings and teacher behaviour indices.

Methodology: In this quasi-experimental study, the sample consisted of 27 randomly selected science teachers of Hubli-Dharwad City, their students in Class IX and the heads of the schools. The final sample of the study was reduced to 19 teachers and 638 students because of incomplete data. Raven's Progressive Matrices, Flanders' Interaction Analysis Category System, an investigator-constructed Achievement Test on Nitrogen and Phosphorous (split-half reliability of .735), a head's rating scale with content validity and a 48-item Likert-type student rating scale were the tools used. One-way analysis of covariance with pre-test scores as the co-variate, product-moment coefficient of correlation and multiple correlation were computed.

Major Findings: (1) It was possible to evaluate teachers by using the modified version of Popham's Performance Test. (2) Teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like student ratings, heads' ratings or teacher behaviour indices. [KR 0581]

Devi, Laxmi. 1988. **Evaluation of the teacher education programme of Agra University.** Ph.D., Edu. *Agra Univ.*

Problem: It attempts to evaluate the teacher-education programme of Agra University.

Objective : To measure attitudes, values and adjustment of B.Ed students in the beginning of the points against the attitude of student-teachers towards teaching profession in the beginning of the session, and (iii) to investigate into the nature of change in the professional attitude, teachers' values and personality adjustment of the students during the training period.

Methodology: The sample comprised 1,000 student-teachers studying in all teacher education departments of Agra University. The study followed the field experiment method with the pre-test and post-test approach; the concurrent correlation-cum-concurrent comparison of contrasting groups design was chosen. Admission Merit Scores, Teacher-Attitude Inventory (Ahluwalia), the Teacher Values Inventory (Ahluwalia), Personality Adjustment Inventory (Quadri) were the tools used. Mean, median, SD, skewness, product-moment correlation and 't' test were computed.

Major Findings: (1) There was low and significant correlation between the selection points and the teacher attitude scores of the student-teachers in the beginning of the session. (2) There was a positive trend of intercorrelations between attitude, adjustment and values. (3) The correlation between teacher attitude and adjustment and teacher adjustment and teacher values was very low and not significant. (4) The teacher education programme did not contribute towards the teacher attitude of the student-teachers. (5) The overall trend of teacher values was positive but not significant. (6) There was significant gain in the case of aesthetic values but there was significant reduction in theoretical and social values. [SS 0827]

Ganapathy, S. 1992. **Self-concept of student-teachers and their attitude towards teaching profession.** M.Phil., Edu. *Madurai Kamaraj Univ.*

Problem: It is an attempt to study the self-concept of student-teachers and their attitude towards the teaching profession.

Objectives: (i) To measure the attitude of student-teachers towards the teaching profession, and assess their self-concept, (ii) to find out the relationship between the self-concept of student-teachers and their attitude towards teaching and (iii) to find out the relationship, between self-concept of student-teachers and their attitude towards teaching.

Methodology: The sample of the study constituted 723 student-teachers from nine selected colleges of education in Tamil Nadu. The Tamil version of the Teacher Attitude Inventory (TAI) by Ahluwalia and the Self-concept Scale by Mukta Rani Rastogi were used. The statistical techniques used included 't' test and Pearson's product-moment correlation.

Major Findings: (1) Both male and female student-teachers had a favourable attitude towards the teaching profession. (2) Both male and female student-teachers had a positive self-concept, and it was related to their attitude towards the teaching profession. [MKU 1088]

Goyal, J.C. and Chopra, Ravi Kanta. 1990. **The elementary school teacher: A profile.** Independent study. *National Council of Educational Research and Training.*

Problem: To compare teacher profiles in the rural and urban settings in the elementary school systems of backward and advanced states.

Objectives: (i) To study and compare the profiles of teachers in respect of their background, profession and socio-economic variables in the elementary schools situated in the (a) rural and urban areas, (b) educationally backward and advanced states, (c) rural and urban areas of

educationally backward states, (d) rural and urban areas of educationally advanced states, and (ii) to study and compare the profiles of male and female teachers in respect of socio-economic status and psychological variables in the elementary schools of (a) rural and urban areas, (b) educationally backward and advanced states, (c) rural and urban areas of educationally backward states, and (d) rural and urban areas of educationally advanced states.

Methodology: The study was conducted on 450 elementary school teachers of two educationally backward and two advanced states. The states were selected randomly from each of the four regions of the country. The selection of the districts was made on the basis of average literacy percentage of the state. The School Information Card, the Teacher Information Card, the Socio-economic Status Scale, the Teacher Attitude Inventory and the Multi-variable Personality Inventory were the tools used. The data were treated with percentages, mean, SD, and 't' test.

Major Findings: (1) Rural and urban teachers had some common characteristics in respect of their attitude towards the teaching profession; job satisfaction; socio-economic status; and overall personality traits. (2) However, a number of disparities were found in their profiles. (3) A large number of teachers working in rural schools were less qualified, had higher workload in terms of number of classes, number of subjects and teaching periods; spent more time on clerical work; received less incentives and more disincentives; had access to less reading material; were not members of socio-cultural organisations; were not need-achievement oriented; were more extravert and dominant than their urban counterparts. (3) Teachers working in backward and advanced State schools showed similarities in respect of their attitude towards the teaching profession, socio-economic status, and a few personality characteristics. [DTESEES 0340]

Gupta, Arun K. and Srinivasan, Nalini. 1990. **Psycho-social and academic profiles of female teacher-trainees.** *Indian Educational Review*, Vol. 25 (1):117-23.

Problem: To delineate the psychological and academic profiles of female teacher-trainees and study the institutional and training impacts.

Objectives : (i) To obtain psychological, social, and academic profiles of female B.Ed trainees in terms of psychological variables, namely, self-images and value orientation; social variables, namely, family size and background; and academic variables, namely, previous achivement level and learning strategies, and (ii) to idenify major reasons behind the choice of the B.Ed course and the teaching profession.

Methodology: A sample consisting of 175 females, enrolled in the B.Ed. class at the MIER College of Education, Jammu, during the academic sessions 1985-86 and 1986-87 was taken for the present study. The MIER B.Ed. Trainee Biographical Data Schedule, specially constructed by Gupta and Srinivasan (1986) was used for data collection. The data collected were treated with percentages.

Major Findings: (1) There was a marked change in the attitude towards the teaching profession and the quality of enrolment in the B.Ed. course as far as female candidates were concerned. (2) The reasons furnished for joining the B.Ed. course revealed that teaching as a profession enjoyed high status in the eyes of the female B.Ed. trainees. (3) A perusal of the self-images list revealed that the prospective average female teacher was likely to be hardworking, retentive, obedient, honest and committed. (4) On an average, female trainees employed a study mode which was a combination of independent, silent study, and preparation of detailed notes for better retention. Value preferences of the trainees revealed a positive trend and indicated that the value crisis was not really all pervasive. [SPr 1492]

Gupta, Naresh Kumar. 1991. **Concept**

Attainment Model and Inductive Thinking Model of teaching: Effect on achievement, self-concept and attitude towards science. *Indian Educational Review*, Vol. 26 (1).

Problem: It is an attempt to compare the effectiveness of the Concept Attainment Model, of Bruner et al. and the Inductive Thinking Model of Hilda Taba on achievement, self-concept and attitude towards science.

Objectives: (i) To design and develop an instructional plan on the teaching of selected units in physics at Class IX level, based on the Concept Attainment Model and the Inductive Thinking Model, (ii) to study the effectiveness of teaching through the Concept Attainment Model on pupils' achivement, pupils' self-concept, and their attitude towards science, (iii) to study the effectiveness of teaching through the Inductive Thinking Model on pupils' achievement, pupils' self-concept, and their attitude towards science, (iv) to find out the relative effectiveness of teaching through the Concept Attainment Model and the Inductive Thinking Model on the achievement of students, (v) to find out the relative effectiveness of teaching through the Concept Attainment Model and the Inductive Thinking Model on the attitude of pupils towards science, and (vi) to find out the relative effectiveness of teaching through the Concept Attainment Model and the Inductive Thinking Model on the self-concept of pupils.

Methodology: A sample of 64 students of Class IX was selected for experimentation. In a natural setting, two different sections of the same Class IX were taken up for experiment. The two groups were controlled in respect of age, sex, physical conditions, etc. The tools used for this study comprised Jalota's General Mental Ability Test, the Science Attitude Scale of Avinash Grewal and the Self-concept Questionnaire of Saraswat. The collected data were treated with 't' ratio, analysis of variance and analysis of co-variance.

Major Findings: (1) Hilda Taba's Inductive Thinking Model was found to be more effective than the Concept Attainment Model when compared on achievement. (2) Hilda Taba's Inductive Thinking Model of teaching was found superior to the Concept Attainment Model in promoting the right attitude towards science. (3) Neither the Concept Attainment Model nor Hilda Taba's Inductive Thinking Model was effective in bringing about significant changes in self-concept. [SPr 1881].

Ibe-Bassey, George S. 1990. **Entry qualifications and level of performance of student-teachers in the design and production of instructional materials.** *Indian Educational Review*, Vol. 25 (2): 21-29.

Problem: It is an attempt to study the entry qualification and level of performance of student-teachers in the design and production of instructional material.

Objectives: (i) To examine the relationship between entry qualifications of student-teachers and their performances in the design and production of instructional materials, (ii) to examine the overall performance of students in the introductory educational technology course, and (iii) to find out the performances in other teaching behaviours of student-teachers who use effective instructional materials during teaching practice.

Methodology: The study had an experimental design. Forty post-NCE and 40 post-remedial students were randomly selected and placed in two small groups, for purposes of the introductory educational technology practical exercises and the production of instructional packages according to their prior entry qualifications. A 15-item short-answer achievement test was developed to test the overall performances in the introductory educational technology course. The data collected were treated with 't' test and ANOVA.

Major Findings: (1) There was a significant main effect for entry qualifications, and design and production. (2) No significant interaction occurred between entry qualifications and design

and production of instructional materials. (3) There was a significant difference between the mean scores on entry qualifications and practical exercises and entry qualifications and design and production of instructional packages of the subjects. (4) There was no significant difference between the mean scores on the overall performances of the subjects. (5) Therefore, post-NCE students performed better than post-remedial students in production of instructional packages but not in the overall performances of the introductory educational technology course. [MPR 1478]

Joshi, Rajni. 1991. **Conceptual understanding of professional accountability of teacher educators.** M.Phil., Edu. *Univ. of Delhi.*

Problem: It studies the concept of professional accountability of teacher educators at secondary level with a view to evaluate their performance.

Objectives: (i) To study the origin, nature and concept of accountability, (ii) to study the nature and concept of professional accountability, (iii) to review critically the view of various committees and commissions on accountability, (iv) to study in depth the concept of professionalism in education, (v) to examine critically the concept of teaching, (vi) to study professional requirements of teacher educators, (vii) to study various performance appraisal techniques and procedures and impediments to measure teacher effectiveness, and (viii) to study the concept of professional accountability of teacher educators.

Methodology: Analytical study of available literature was done wherein documents like books, journals, etc. were studied, and the available information was analysed and evaluated. Thereafter inferences were drawn.

Major Findings: (1) Accountability means holding people responsible or answerable for the expected work or role, and it holds responsible both the employee and the system. (2) Accountability can be applied to varied fields, e.g. business, industry, management, education. (3) Accountability is a means and not an end in itself and requires various tools, techniques and methods and provides data for decision-making. (4) In education, professional accountability seeks causes of failure in the system, and teachers could be held responsible only for those results which they affect or control. (6) The professional responsibility of a teacher educator includes his instructional and non-instructional responsibilities. It was concluded that no one technique/method should be used for appraisal; rather, students' ratings, self-ratings, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain, and performance tests should be used. [RDM 0365]

Kahlon, S.P. and Saini, S.K. 1989. **Impact of teacher education on teaching aptitude of Punjab Agricultural University education graduates.** Independent study. *Punjab Agricultural Univ.*

Problem: It is an attempt to study the impact of teacher education on the teaching attitude of Punjab Agricultural University education graduates.

Objectives: (i) To evaluate the impact of teacher education on the teaching aptitude of education graduates, and (ii) to find out the relationship between academic achievement and teaching aptitude.

Methodology: All the 20 students of the B.Ed. Class from the Punjab Agricultural University were the respondents. The Srivastava and Parkash Teaching Aptitude Test was applied at the start and at the end of the academic session. Pearson's product-moment correlation and the 't' test were applied for the analysis of data.

Major Findings : (1) Various personality traits studied indicated significant differences in favour of fairness and cooperative attitude, followed by kindliness, moral character, wide interest, enthusiasm and patience, respectively, showing strengthening of these traits with the teaching of

various educational courses. (2) Teaching of education courses affected the development of teaching aptitude. (3) Academic achievement was significantly related to teaching aptitude. [SPK 1756]

Kaur, Amarjit. 1988. **Development of professional competency of social studies and mathematics teachers as related to process and structure variables of educational environment in government in-service training centres.** Ph.D., Edu. *Panjab Univ.*

Problem: It is an attempt to study the development of professional competency of social studies and mathematics teachers as related to process and structure variables of educational environment government in-service training centres.

Objectives: (i) To study the comparative efficiency of in-service programmes organised respectively for social studies and mathematics teachers separately at Patiala and Jalandhar, (ii) to study the relative impact of educational environment on the teaching effectiveness, teaching attitude, rigidity-flexibility, educational awareness, achievement and school results of social studies and mathematics teachers exposed to in-service training and that of teachers unexposed to any such training, (iii) to make comparison of social studies and mathematics and male and female teachers exposed to in-service training and that of teachers unexposed to any such training with respect to the measure of teaching effectiveness, teaching attitude, rigidity-flexibility, educational awareness, achievement and school results of teachers, (iv) to study the impact of process variables on teacher achievement and school results as the measure of professional competency, and (v) to find out the relative impact of physical structure of in-service institutions upon the criterion measure of professional competency.

Methodology: The study had an experimental design in which out of the three divisional level government in-service training institutions of Punjab, only the two located at Patiala and Jalandhar were randomly selected. The sample consisted of 480 trained graduate teachers, 240 from each institution, who had been teaching Class VIII students. The tools used in this study included the Teacher Effectiveness Scale of Pramod Kumar and D.N. Mutha, the Teacher Attitude Scale of Grewal, the Rigidity-Flexibility Scale of John Rehflish, the Educational Awareness Test of T.R. Sharma and Paramjit Kaur, the Achievement Test in Social Studies/ Mathematics for Teachers, developed by the investigator, the school results of teachers, an opinionnaire, and a questionnaire. Measures of central tendency and dispersion, analysis of variance, 't' test and multiple regression equation were employed to analyse the data.

Major Findings : (1) In-service education and training significantly contributed to the development of professional competency of social studies and mathematics teachers as related to process variables – that is, teaching effectiveness and educational awareness of teachers – and structure variables – that is, teacher attitude and rigidity-flexibility of teachers. (2) Process and structure variables had a positive bearing on product variables, that is, achievement of teachers and school results of teachers. (3) Achievement of teachers as a criterion measure of professional competency was positively correlated with only one of the process variables, that is, teaching effectiveness. [JNJ 0281]

Khatoon, Tahira. 1990. **Teachers' classroom instructional behaviour and their perception of work values.** *Indian Educational Review*, Vol. 25 (1): 129-34.

Problem: This study attempts to find out the relationship between teachers' perception of work values and their classroom instructional behaviour.

Methodology : The sample comprised 150

teachers. Flanders' Interaction Analysis Category (FIAC) system (1970) was used to assess teachers' classroom instructional behaviour. Work-values tool was used to collect data about the work-values of the teachers. Pearson's product-moment correlation was used to analyse the data.

Major Findings: (1) High status was significantly and positively related to motivation and silence behaviour, and negatively related to lecture. (2) Opportunities for social service were significantly and positively related to lecture and negatively to motivational behaviour and questioning. (3) Opportunities for further progress and intellectual stimulation had a significant and positive correlation with motivation and questioning and negative correlation with lecture. (4) Freedom of work had a positive and significant correlation with SSR. [SPr 1494]

Kukreti, B.R. 1992. **A study of some psychological correlates of successful teachers.** Ph.D., Edu. *Rohilkhand Univ.*

Problem: It is an attempt to study some psychological correlates of successful teachers.

Objectives : (i) To verify how far the teaching aptitude determines the success of teaching, (ii) to know the impact of intelligence of teachers on their teaching success, (iii) to assess different values that distinguish the successful and unsuccessful teachers, (iv) to know the impact of self-concept of teachers on their successful teaching, (v) to know the job motivational factors of successful and unsuccessful teachers, and (vi) to kow the variations between successful and unsuccessful teachers in relation to sex, locality, type of organisation, grade, length of experience and educational level.

Methodology: The study was conducted in four districts of Bareilly region in U.P. The sample of the study comprised 323 male, 266 female, 266 rural and 323 urban (total 589) secondary school teachers. For the selection of the sample, the multi-stage stratified random sampling technique was adopted. The data were analysed by using mean, median, SD, 't' test, 'F' test, correlation and regression analysis.

Major Findings: (1) A significant positive correlation was found between the variables, teaching success and teaching aptitude. (2) Successful teachers scored significantly higher mean scores on intelligence as compared to their unsuccessful counterparts. (3) Knowledge and creative values were remarkably higher among successful teachers, whereas the unsuccessful teachers were found more inclined towards economic values. (4) From the viewpoint of social and aesthetic values, both successful and unsuccessful teachers were found to be more or less similar. (5) In respect of political values, except in the case of intermediate trained teachers, the unsuccessful teachers belonging to any criterion group (e.g. male-female, rural-urban, government-school teachers, private school teachers, lecturers, L.T. grade-C.T. grade teachers, highly, moderately and low experienced teachers, etc.) were found to have higher political values than successful teachers. (6) Successful female teachers were found to have more religious values than unsuccessful female teachers. (7) In the case of intellectual self-concept, character self-concept and total self-concept, the successful teachers scored significantly higher mean values than the unsuccessful teachers. [KBB 1583]

Lalsangliani. 1991. **An investigation into the socio-economic and academic problems of high school teachers of Champhai sub-division, Mizoram.** Ph.D., Edu. *North-Eastern Hill Univ.*

Problem: The study covers a survey of the socio-economic and academic problems faced by high school teachers in Champhai sub-division, Mizoram State.

Objectives: (i) To find out the socio-economic and academic problems faced by high school teachers in the Champhai sub-division of Mizoram, (ii) to identify factors responsible for

the socio-economic and academic problems of high school teachers, and (iii) to offer suggestions for minimising the socio-economic and academic problems of high school teachers.

Methodology: The sample consisting of 25 high schools with 25 headmasters and 105 teachers was selected from a population of teachers in 38 high schools. The tools used were an interview schedule and a questionnaire. The collected data were treated with percentages.

Major Findings: (1) The working conditions, including salary benefits and terminal service benefits, available to private deficit and ad hoc high schools were different from those enjoyed by government school teachers. (2) The private school teachers felt more insecure as a result. (3) The training facilities available to teachers were reported inadequate. (4) Headmasters of high schools faced problems of finance and shortage of teachers besides several facilities. [PPG 0177]

Macfarland, M. Claire. 1988. **A study of the effects of the effective classroom communication programme on secondary school teachers.** Ph.D., Edu. *Univ. of Delhi.*

Problem: It attempts to study the interpersonal skills, and the effectiveness of a planned, systematic approach for the development of these skills with a view to developing effective communication skills and democratic problem-solving skills in teachers.

Objectives: To ascertain the human relations skill of a group of teachers in English-medium schools, (ii) to improve the human relations skill of the same group of teachers by training them in the skills of the effective classroom communication programme, (iii) to discover whether as a result of such training there is measureable improvement in this group of teachers' effective classroom behaviour, and (iv) to suggest measures for improving the human relations skill of teachers.

Methodology: The study had a pre-test – post-test design having an experimental and control group. The experimental group comprised 10 randomly selected schools, 27 teachers and 867 pupils for pre- and post-test. The control group consisted of eight schools, 26 teachers and 843 students in the pre-test whereas in the post-test, the number of pupils decreased to 829. The tool used for the study was the Index of Adjustment and Values (Adult and Junior-IAV). The collected data were treated using inferential statistics.

Major Findings: (1) Teachers in the experimental group scored significantly higher than teachers in the control group on their post-test measures of (i) self-acceptance,(ii) communication, (iii) initiating affective messages, (iv) congruence self-disclosure; they also used more democratic methods. (2) Pupils in the experimental group scored significantly higher than pupils in the control group on post-test measures of self-concept; others' self-concept; self-acceptance; others' self-acceptance; and significantly lower on measures of self-ideal-self-discrepancy and others' self-ideal-self-discrepancy. (3) Pupils in the experimental group rated their teachers significantly higher than did pupils of the control group on post-test measures of interactive and student-centred style of classroom management. (4) Level of regard, empathy, unconditionality of regard, and congruence indicated a more positive attitude towards school. [RDM 1320]

Mani, R.S. 1988(a). **Evolving a programme of teacher education at the +2 stage.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: It attempts to evolve a programme of teacher education at the +2 stage in Gujarat State.

Objectives: (i) To evolve a teacher education programme for the higher secondary school teachers by studying the needs of the pre-service and in-service programmes for the +2 teachers as perceived by teacher educators, higher secondary teachers and school principals, (ii) to analyse

the pre-service and in-service education programmes for the +2 teachers in terms of types, objectives and curriculum.

Methodology: The relevant data were collected from the teacher educators of the departments of education of various universities in Gujarat State and from some school teachers of the higher secondary stage. Questionnaires were used for identifying the needs of higher secondary teachers. A Job Analysis Scale was used to get details regarding the functions of the higher secondary teachers. Through interviews, experts' reactions to the designed programme were obtained. Some of the data were analysed qualitatively while for others, percentages were computed.

Major Findings: (1) A majority of the teacher educators and higher secondary teachers opined that the present B.Ed. programme did not make any specific provision for higher secondary teachers with regard to methodology. They felt that specific training was needed in methodology, guidance and counselling, in use and repair of audio-visual aids, and in techniques of education, etc. for higher secondary teachers. (2) A majority of teachers felt that the job analysis gave a detailed account of the various functions which a higher secondary teacher is supposed to carry out, and in training teachers emphasis should be laid on these functions. Although the experts were quite unanimous in their agreement on the overall structure of the components of the model, it was still to be subjected to refinement and regular improvement through classroom research before it could be used widely. [MSY 0912]

Mani, R.S. 1988(b). **Theories of teaching: An overview.** *Indian Educational Review*, Vol. 23 (1): 28-40.

Problem: It attempts to analyse various theories of teaching.

Objective: To derive implications of the art of teaching and science of teaching for teacher education.

Methodology: Various teaching-learning theories were analysed.

Major Findings: (1) The term 'teaching' could be analysed as teaching in terms of activities; as objectives; as a 'mirror image' of learning, as the nature and characteristics of theories of teaching; as conditioning, as model-providing; as cognitive restructuring; as Mitra's theory of instruction. (2) No single, unified, general theory of teaching should be sought to account for the various processes by which teachers endanger learning. (3) Various approaches to the development of theories of teaching will influence research on teaching and teacher education. Theories of teaching can be classified according to three families, namely cognitive structure theories, identification theories and conditioning theories. (4) There is a need to synthesise the theories of teaching to arrive at the middle-range theories of teaching. [VKJ 1925]

Mathema, Sunder Shyam Bhagat. 1988. **Wastage of teacher education in the secondary schools of Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of drop-outs from the profession.** Ph.D., Edu. *Panjab Univ.*

Problem: It is an attempt to study wastage of teacher education in the secondary schools of Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of drop-outs from the profession.

Objective: To investigate the causes of wastage in teacher education as related to intelligence, manifest needs of personality, vocational aspirations and attitude towards teaching by comparing the 'stay-in' teachers and the 'drop-outs' from the teaching profession.

Methodology: In the present exploratory survey, in the case of teachers, the sample involved the techniques of accidental and purposive sampling. One hundred and fifty-seven teachers who had done B.Ed. and had five years' teaching experience were selected from 67

secondary schools from four districts of Bagmati Zone. As regards the selection of 'drop-outs' from teaching, this was also based on the accidental technique by which 40 'drop-outs' were selected. The tools used were Raven's Progressive Matrices (RPM), Edward's Personal Preference Schedule (EPPS), a Teaching Attitude Scale developed by the investigator, and the Personal Data Schedule. Mean, standard deviation, skewness, kurtosis, Pearson's product-moment correlation, 't' ratios, percentages and discrimination analysis were used to analyse the data.

Major Findings: (1) The 'drop-outs' came from a higher SES background. Lack of interest in teaching, the low social and economic status accorded to the profession and the compulsion to leave teaching were important factors responsible for the teacher drop-out phenomenon. (2) The 'drop-outs' were more intelligent and had higher vocational aspirations than the teachers and had a favourable attitude towards teaching. (3) The 'drop-outs' were characterised by their needs of exhibition, heterosexuality and aggression whereas 'stay-in' teachers were characterised by abasement and nurturance. (4) No significant differences existed between male and female teachers on intelligence level and attitude towards teaching. (5) Male teachers had a strong need for dominance, heterosexuality and aggression, whereas female teachers had a higher need for deference and order. [JNJ 1815]

Mathur, Sharda. 1988. **The attitude of teachers towards creative learning and teaching**. Ph.D., Edu. *Agra Univ.*

Problem: To see the attitude of teachers of both sexes at different levels of education regarding creative learning and teaching.

Objectives: (i) To study the category-wise attitude of teachers of pre-higher secondary, higher secondary and post-higher secondary stages towards creative learning and creative teaching, (ii) to compare the attitudes of teachers up to the age of 30 years and other 30 years of pre-higher secondary, higher secondary and post-higher secondary stages towards creative learning and teaching, and (iii) to compare the attitudes of teachers up to the age of 30 years and over 30 years towards creative learning and teaching.

Methodology: The study was descriptive in nature, in which the sample comprised 600 teachers (200 each from the pre-higher secondary, higher secondary and post-higher secondary stages). A two-stage sampling design was used. The tool used in the study was the Opinion on Creative Learning and Teaching of Torrance and Phillips—Hindi version by S. Mathur. Percentage, significance of percentage differences, mean, SD and 't' test were computed and used to treat the data.

Major Findings : (1) The findings indicated that teachers at different stages had a favourable attitude towards creative learning and an unfavourable attitude towards creative teaching. (2) Age, sex, teaching experience and academic discipline did not tend to affect the attitude of different levels of teachers towards creative learning and creative teaching. [SS 0759]

Mattoo, B.K. and Chand, Shekhar. 1992. **Identification of problems of teachers in single-teacher/two-teacher primary schools.** Independent study. *National Council of Educational Research and Training.*

Problem: It attempts to identify the problems of teachers in single-teacher and two-teacher primary schools.

Objectives: To look into the problems of teachers in single/two-teacher primary schools with respect to infrastructure facilities, utilisation of OB facilities, multi-grade teaching, parent and community relations, personal and administrative problems, etc.

Methodology: The study was carried out in three States—Bihar, M.P. and Rajasthan. The total sample for the study comprised 642

teachers from single-teacher/two-teacher primary schools of Bhopal, Jabalpur, Indore, Sagar, Gwalior, Bilaspur, Ratlam, Bikaner, Ajmer, Jodhpur, Udaipur, Kota, East Champaran, Patna and Ranchi districts. A comprehensive questionnaire in Hindi language was prepared for data collection. The data were tabulated and percentages of the responses were computed.

Major Findings: (1) Most of the single/two-teacher primary schools lacked physical and educational facilities like urinals, school buildings, furniture, library facilities, blackboards, chalk, etc. (2) About 80% of the primary teachers expressed that they needed a short training in handling Operation Blackboard materials in their classrooms. (3) All the responses clearly pointed out difficulties like overcrowding and lack of interest in 'multi-grade teaching', and 86% primary teachers needed orientation in multi-grade teaching. (4) Among the problems faced by primary teachers, administrative problems, personal, health and stay-arrangements at the place of posting were the more pronounced ones. [DPSEE 1370]

Maurya, H.C. 1990. **A study of the relationship between teachers' attitudes and teacher efficiency of university and pre-university lecturers.** Ph.D., Psy. *Agra Univ.*

Problem: It is an attempt to study the relationship between attitude and teaching efficiency of university and pre-university lecturers.

Objectives (i) To study the attitudes, teaching efficiency and adjustment of university and pre-university teachers, and find their inter-relationship, and (ii) to see the sex difference in teaching efficiency and adjustment of university and pre-university teachers.

Methodology: In this descriptive survey, a sample of 100 university and 100 pre-university teachers was taken from both the sexes. The tools used for this study were the Teachers' Proficiency Test of Mithlesh Varma, the Adjustment Inventory of Asthana and the T.A.I. of Ahluwalia. The collected data were treated with mean, SD, 't' test and correlation.

Major Findings: (1) External surroundings contributed a great deal in formulating teaching attitude. (2) Frequent changes in the curriculum adversely affected teaching efficiency. (3) The size of the classroom affected adjustment and teaching efficiency. (4) Indiscipline and violence on the campus caused problems of adjustment. (5) Attitude and academic achievement were not significantly related. (6) Sex differences existed both in teaching proficiency and adjustment. (7) Pre-university teachers were better in teaching efficiency. [SS 0773]

Meera, S. 1988. **A study of the relationship between teacher behaviour and teaching aptitude of teacher-trainees.** M.Phil., Edu. *Avinashilingam Institute for Home Science and Higher Education.*

Problem: To explore the relationship between factors of teaching aptitude and teacher behaviour components which may bring to light observations helpful to teacher-educators.

Objectives: (i) To explore the classroom verbal behaviour of student-teachers through Flanders' technique, (ii) to find out if there is any relationship between teacher behaviour and teaching aptitude, (iii) to study the relationship between various aptitude factors and different components of classroom behaviour, (iv) to study if there is a significant difference among teacher behaviour of teacher-trainess in different disciplines, (v) to compare the behaviour of student-teachers who have secured high scores in the aptitude test with those who have low aptitude scores, and (vi) to estimate the statistical significance of relation and draw inferences.

Methodology: A random selection of 60 student-teachers undergoing the B.Ed. course at the Avinashilingam Institute for Home Science and Higher Education (a deemed university), Coimbatore, constituted the sample. There were

12 student-teachers from each of the five disciplines—English, history, biological sciences, physical science and mathematics—in the sample. The tools used were Flanders' (1970) Ten Category System of Interaction Analysis and the Teaching Aptitude Test of Thilagam. Pearson's product-moment correlation and 't' test were used in the treatment of the data.

Major Findings : (1) The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders. (2) Large variations occurred in TOR, TRR and PIR. TQR and PIR were much less than the norm. (3) Teacher Talk Ratio was significantly correlated with three of the teaching aptitude factors and the total Teaching Aptitude Score. (4) There was a significant negative correlation between Silence, Confusion Ratio and the three aptitude factors and the total aptitude score. (5) There was a significant correlation between Teaching Aptitude Score and Content Cross Ratio. (6) Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR. (7) The English teacher talked less and responded less than the mathematics teacher. (8) The English teacher's instantaneous response and content emphasis also were less compared to the mathematics teacher's. (9) A comparison of history and biological science teachers showed that there was more pupil talk in the biological science class than in the history class. (10) The teacher-pupil interaction was rather slow in the science class, as compared to history. (11) The physical science teacher also responded less than the history teacher and the pupil-talk percentage was higher in the physical science class than the history class. (12) The high-aptitude group and the low-aptitude group differed significantly in four behaviour components. (13) Teacher Talk, Teacher Response and Content Emphasis were significantly higher in the high-aptitude group. [MC 0088]

Mehta, Paras Mal. 1992. **Teacher morale as a determinant of teacher perception of supervisory behaviour.** *Indian Educational Review*. Vol. 27 (1): 36-46.

Problem: It attempts to explore the relationship between teachers' morale and their perceptions of supervisory behaviour.

Objective: To explore the relationship between teachers' morale and their perceptions of supervisory behaviour, and examine those behavioural characteristics of supervisors, as perceived by the high-morale teachers, which received the highest and the lowest scores.

Methodology: The initial sample comprised 25 teachers selected randomly from two elementary and two high schools each in New York City. Out of 63 teachers who returned the questionnaires, 15 teachers having the highest and 15 teachers having the lowest level of morale were finally selected for the investigation. A five-point rating scale was developed to measure the level of teacher morale. It consisted of eight items; some of them were taken from a test devised by Dreeben and Gross while others were devised with the unanimous agreement of the eight investigators of this study. A leadership-behaviour-description questionnaire was used to know the perceptions of supervisory behaviours. It had two dimensions —initiating-structure and consideration. The mean,SD, 't' test and chi-square were used in analysing the data.

Major Findings: (1) The teachers with high and low morale differed significantly in their perceptions of supervisory behaviour. (2) They also differed on the initiating-structure and consideration dimensions. (3) A majority of high-morale teachers perceived that their supervisors did not foster a pleasant group atmosphere, were not friendly and approachable, were not willing to make changes, did not let the group members know what was expected of them, and were not easily understandable. (4) The low-morale teachers held more favourable perceptions of their supervisors' behaviour than the high-morale teachers. [VKJ 1890]

Mishra, S. 1992. **Effect of teacher behaviour acquired through teaching skills upon pupils' process and product variables.** Ph.D., Edu. *Utkal Univ.*

Problem: To study the effects of teacher behaviour acquired through teaching skills, upon pupils' process and product variables.

Objectives: (i) To study the effect of strategies on various teaching skills and their integration upon the teacher behaviour with respect to the development of the general teaching competence, (ii) to study the effect of the behaviour pattern of the teachers acquiring teaching skills upon pupils' learning on process variables; cognitive development, participation, their responses and teacher-pupil interaction during the classroom teaching, and (iii) to study the effect of behaviour pattern of the teachers acquiring teaching skills upon the pupils' learning on product variables, i.e. pupils' achievement.

Methodology: Seven schools having 28 teachers and 280 pupils were selected as the sample. The experimental and control group of teachers were matched on the variables of age, teaching experience and qualifications. Forty pupils of Class V were taken from each school, in accordance with their previous achievement. The tools used were the Baroda General Teaching Competence, Teaching Assessment Battery, and an Achievement Test in social studies. Mean, ANOVA and 't' test were computed while treating the data.

Major Findings: (1) 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. (2) The performance of in-service teachers of the experimental group trained through micro-teaching along with integration gave a positive impact on the teaching competency. (3) 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 behaviour of pupils. [KCP 0437]

Misra, Uma Shashi. 1989. **Conceptual difference amongst students regarding an ideal teacher at two levels of education—junior high school and intermediate.** Ph.D., Edu. *Univ. of Lucknow.*

Problem: It is an attempt to study the conceptual difference amongst students regarding an ideal teacher.

Objectives: (i) To investigate the concepts of students pertaining to two different levels of education, i.e. junior high school and intermediate, for whom the teacher training programme is basically meant, (ii) to retain their common needs in focus so as to accommodate them in the teacher training programmes as also to filter out the difference in the need patterns of junior and senior groups (both boys and girls) at the same level of education, and (iii) to explore differences in the viewpoint and need-pattern of high and low IQ groups at different levels.

Methodology: Sampling was done on the stratified random basis as all the schools of Lucknow were divided into five zones and further graded as A, B and C on the basis of teaching standard and available facilities, and then a random selection of institutions and students was done. A rating scale in Hindi, *Adarsh Shikshak Gun Abhisoochi*, was administered to 1,061 students belonging to 11 schools in Lucknow.

Major Findings: (1) Results revealed that instructional operations formed the basic part of the ideal teacher concept, and personality attributes had the least relevance to effective teaching. (2) The traits considered most important and rated in the top positions were adequate and up-to-date knowledge, deep interest in the teaching subject, understanding of students' difficulties, impartiality in behaviour, politeness, punctuality, and encouragement to active student participation. (3) A significant difference was noticed in the ratings of the senior and the junior

groups, both boys and girls, regarding a number of teaching traits. (4) Senior boys laid more stress on presentation style, deep knowledge of teaching subject, impartial behaviour, understanding and anticipation of student difficulties, and motivation by the teacher. (5) Junior boys considered periodic assignments, praise and encouragement for their work and wide general knowledge of the teacher more important. (6) Among girls, the priorities of the senior group were wide general knowledge, publication and research work of the teacher, his participation in co-curricular activities, and the utility of assignments. (7) All high-IQ groups gave more importance to understanding the assessment of the individual differences as well as difficulties of the students, and to administrative capabilities and humour. [RJS 1817]

Mittal, Jai Prakash. 1989. **An exploratory study of teachers' motivation to work and its relationship with the organisational climate of the schools**. M.Phil., Edu. *Jamia Millia Islamia.*

Problem : The study explores the phenomenon of teachers' motivation to work in various settings and levels, and its interdependence with the organisational climate of the concerned schools.

Objectives: (i) To explore the levels of motivation to work and school organisational climate among teachers of Delhi, (ii) to compare the teachers' motivation to work among teachers differing in sex, location of schools and management of schools, and (iii) to study the relationship between teachers' motivation to work and dimensions of school organisational climate.

Methodology: One hundred teachers from 10 senior secondary schools of Delhi constituted the sample of the study. To have representation of rural/urban, government/private schools, and male/female teachers, the stratified random sampling procedure was used. The tools used were the Teacher's Motivation to Work Scale and Test of B. Singh, and the School Organisational Climate Description Questionnaire of Moti Lal Sharma. Mean, standard deviation, 't' test and coefficient of correlation were computed while treating the data.

Major Findings: (1) Teachers working in private schools were significantly more motivated to work than their counterparts working in government-managed schools. (2) The location of the school and the sex of the teacher had no significant influence on the teachers' motivation to work. (3) Teachers who perceived less disengagement, less alienation, less psycho-physical hindrance, more esprit and more humanised thrust dimensions of the school oganisational climate, were found to be more work-motivated. [Author 1928]

Mohanty, A. 1990. **A critical analysis of the reactions of pupil-teachers towards the teaching profession.** M.Phil., Edu. *Utkal Univ.*

Problem: It is an attempt to study critically the reactions of pupil-teachers towards the teaching profession.

Objectives: To critically analyse the reaction of pupil-teachers towards the teaching profession by getting information about the socio-economic background of the pupil-teachers, gaining some understanding of their decision to teach, and finding out what types of jobs they have aspired for and the conditions they are likely to seek in their work.

Methodology: In this survey the sample was selected from four training colleges under Utkal University's jurisdiction. The total sample consisted of 100 pupil-teachers from Radhanath Training College, Cuttack, 120 from Regional College of Education, Bhubaneswar, 95 from Government Training College, Angul, and 65 from Government Training College, Balasore. The tools used included a questionnaire and an interview. Percentages were calculated while treating the data.

Major Findings: (1) A majority of pupil-teachers, both male and female, came from rural

areas. (2) The parents of the pupil-teachers belonged to the occupation of farming. (3) Seventy-four per cent of the male and 86% of the female pupil-teachers were interested in the field of education. (4) The income of the fathers was more than that of the mothers. (5) The majority of the pupil-teachers were Hindus. (6) The representation of Scheduled Castes and Backward classes was poor. (7) A high percentage of both males and females, i.e. 90% and 62%, respectively, had decided on teaching. (8) In the responses of both male and female pupil-teachers, 'earning' had the first rank and 'prestige' had the second rank. (9) For male and female pupil-teachers 'way of life' had the third place. (10) The person whom the pupil-teachers would like to emulate were in the most cases their family members or teachers; next came friends. (KCP 0505)

More, R.T. 1988. **A study of the relationship between personality, aptitude for teaching and effectiveness of secondary teachers.** Ph.D., Edu. *Nagpur Univ.*

Problem: It is an attempt to study the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers.

Objectives: (i) To find out the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers, and (ii) to find the extent of reliability of the statements made in all quarters that there is a dearth of qualified teachers and that even after 40 years of Independence, there is no change in the criteria for admissions to B.Ed. colleges thereby resulting in poor output.

Methodology: The sample comprised 500 male and female teachers taken from secondary schools in Nagpur, Wardha, Bhandara, and Gadchiroli Districts, through purposive sampling. The tools used were Cattell's 16-Personality Factors Questionnaire (Hindi version of S.D. Kapoor), the Teaching Aptitude Test (TAT) of Jaiprakash and Shrivastava and the Teacher Effectiveness Scale of Pramod Kumar and Mutha. The collected data were treated using quantitative techniques.

Major Findings: (1) Out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important. (2) The total personality of a teacher was found to be affecting his teaching. (3) There was a significant difference in the male and female teachers as regards the factors E,F,H, and M. [GPK 1700]

Nagpure, V.R. 1991. **A critical study of the system of teacher education at the secondary level in Maharashtra.** Ph.D., Edu. *Univ. of Poona.*

Problem: It attempts to critically study the teacher education system at the secondary level in Maharashtra.

Objectives: (i) To study the present situation of the system of teacher education at the secondary level in Maharashtra with reference to physical facilities, academic work, staff extension work, innovative programmes, finance, administration, examination (evaluation) and development activities, and (ii) to analyse the professional requirement of secondary teachers in the State (pre-service and in-service) with reference to the quality of teacher education as envisaged in the National Policy on Education,. 1986.

Methodology: The sample comprised 853 trained graduate secondary school teachers and 25 teacher educators and principals. The tools used comprised a questionnaire, an opinionnaire, and interview schedules. Percentages were calculated.

Major Findings: (1) The percentage of permanent affiliation to government colleges of education was 41% and that of private aided colleges of education was 71%. (2) The average expenditure per private unaided college of

education was Rs 2.38 lakh, which is one-third of the expenditure per private aided college. (3) A majority of the students admitted had no teaching experience. (4) Innovative methods like team teaching and models of teaching were rarely tried out in colleges of education. (5) About 30% colleges of education ran centres for vocational guidance, adult education, population education, continuing education and distance education. [ASB 0052]

Naik, G.C. 1990. **Job satisfaction of teaching assistants of the M.S. University of Baroda.** M.Phil., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: To study the job satisfaction of temporary teachers/teaching assistants in terms of job-related factors.

Objectives: (i) To find out the job satisfaction of teaching assitants, (ii) to find out the relationship between job satisfaction and sex, age, experience of teaching and marital status and (iii) to find out the intentions of teaching assistants in joining the job.

Methodology: In this descriptive survey an incidental sample of the teaching assistants of the M.S. University of Baroda was selected. An information schedule was used to collect personal data. C.N. Daftwar's Job Satisfaction Scale was used to collect data regarding the job satisfaction of the teaching assistants, and a personal interview was conducted to know their intentions. Percentages, mean, SD, 't' tests, ANOVA and chi-square test were employed while analysing the data.

Major Findings: (1) Most of the teaching assistants were satisfied with their job-responsibility and the social conditions within the department. (2) They did not differ in their level of job satisfaction in terms of sex, age-group, experience and marital status. (3) The main intentions of joining as teaching assistants were a favourable attitude towards the teaching profession; facilities for further study; and financial considerations. [MSY 0917]

Nakum, G.G. 1991. **A study of the existing value pattern of secondary teacher-trainees of Saurashtra.** Ph.D., Edu. *Saurashtra Univ.*

Problem: It attempts to study the existing value pattern of secondary teacher-trainees of Saurashtra.

Objectives: (i) To find out the value pattern of secondary teacher-trainees with reference to their sex, area, socio-economic status and faculty, and (ii) to study the independent and interactive effects of sex, area, SES and faculty of education on values.

Methodology: The sample consisted of 525 secondary teacher-trainees selected from eight secondary teacher training colleges affiliated to Saurashtra University. The tools used included the personal Value Questionnaire (PVQ) of G.P. Sherry and R.P. Verma (Gujarati adaptation prepared by the investigator), and the Socio-economic Status Scale of K.G. Desai. The collected data were treated with mean, median, standard deviation, quartile deviation, percentile rank, skewness, kurtosis, 't' test and three-way ANOVA.

Major Findings: (1) All the trainees scored a higher mean score on family, hedonistic and health values; medium in democratic, religious, power and social values but lower in economic, aesthetic and knowledge values. (2) On social and democratic values, female trainees scored significantly higher than male trainees. (3) Urban trainees scored significantly higher than rural trainees. (4) The independent effect of SES was found significant on democratic and aesthetic values. (5) Interactive effects of sex, area, and SES were found on democratic and economic values, and these were significant. (6) Science trainees scored a significantly higher mean score on knowledge and health values than non-science trainees but non-science trainees scored significantly higher mean score on power value than science trainees. [DAU 0004]

Narang, Sandhya. 1992. **Women primary school teachers in Delhi: Their role conflicts, perceptions of accountability and professional culture.** Ph.D., Edu. *Jamia Millia Islamia.*

Problem: It is an attempt to study women primary school teachers of Delhi, their role conflicts, perceptions of accountability and professional culture.

Objectives: (i) To prevent a review of researches and writings on roles and role-conflicts of working women with special reference to teachers, (ii) to study the socio-cultural, economic and educational backgrounds of a sample of 250 married women primary teachers of Municipal Corporation of Delhi, (iii) to study the diverse problems and role conflicts faced by them in their homes and schools, (iv) to study their reactions to the concept of Social Accountability in the context of their role as primary school teachers, and (v) to study their professional cultures as women primary teachers of Municipal Corporation of Delhi.

Methodology: A purposive sample of 250 married women teachers out of the universe of about 5,000 married women teachers working in the schools of the Municipal Corporation of Delhi was taken up. Teachers of different age-groups were included. A structured interview schedule containing closed as well as open-ended questions relating to social status, role-conflicts at home and at school, respondents' perceptions of their social accountability, and respondents' professional culture was used.

Major Findings: (1) Around 53% teachers had one or two children, and had an average family income of Rs 3,000 per month. (2) Around 64% had nuclear families and 58% were living in unsatisfactory dwelling units. (3) As many as 43% teachers possessed postgraduation and M.Ed. or B.Ed. qualifications while 25% were graduates with B.Ed. or B.T. and only 32% had the qualifications of Secondary/Senior Secondary and Nursery or Primary Teacher's Training Diploma. (4) Only 39% women teachers were satisfied with their social status. (5) A majority of teachers were caught up in role-tensions due to shortage of time on working days. (6) About 50% women teachers had to bear the additional burden of household activities. (7) Only 9% of the women teachers found their husband's attitudes most uncooperative, negligent, rough, and unfair, while 39% complained that their husbands were dictatorial and rough in their behaviour. (8) As much as 38% women teachers felt that they were earning at the cost of sacrificing their family peace and marital happiness. (9) About half of the teachers resented the MCD policy regarding quick and out-of-seniority promotions for SC/ST teachers. (10) Half of the teachers were frustrated as they possessed PG qualifications but were serving only as primary school teachers. (11) The teachers felt frustrated due to overcrowded classrooms, uncultured students, falling academic standards, additional duties assigned to them by the Municipal Corporation, the functioning of the headmasters and the monotonous routine of their school duties. (12) Most of the women teachers had a very low degree of professionalisation. (13) The Municipal Corporation of Delhi authorities and clerical staff were held responsible for the rot that had set in these schools. (14) Nepotism, misunderstandings, rivalries, constant conflicts and faulty socialisation existed in these schools. (15) The overall professional culture of these schools was poor, depressing and sterile despite the fact that most of the teachers were highly qualified, well paid and came from the better social-status families. (16) Most of the teachers were disappointed and role-tensioned beyond respite .[SPR 0611]

Nautiyal, A.K. 1992. **The efficiency of teachers' performance as related to their values, effectiveness, morale and students' perceived teacher characteristics.** Ph.D., Edu. *Hemvati Nandan Bahuguna Garhwal Univ.*

Problem: It attempts to study the efficiency of teaching performance as related to their values,

effectiveness, morale and teacher characteristics as perceived by students.

Objectives: (i) To examine and measure the correlation of the teachers' efficiency of work-performance, (ii) to find out the morale and values of efficient and inefficient teachers, and (iii) explore how far students perceive the teacher's characteristics as responsible for the efficiency of his work-performance.

Methodology: A teacher who had been giving cent per cent results in the Board Examination for the last five years was the criterion of work-performance that was adopted. Nearly 200 teachers (male and female) were selected from the high schools and intermediate colleges of five districts of Garhwal region. On the basis of the random sampling method, 24 schools were selected from the Garhwal region. The criterion was applied to nearly 500 teachers (male and female) of the selected schools of which 481 formats were collected. The tools used included a scale of student perceived teacher characteristics, prepared by the research scholar, the Teacher Effectiveness Scale of Kumar and Mutha, the Values Scale of Ahluwalia, the Peruse Moral Inventory, and the Teacher Proficiency Scale of Jain and Chauhan. The collected data were treated with inferential statistics.

Major Findings: (1) There were significant differences between the teacher's performing skills and his effectiveness; between the female teachers of government and private colleges; and there were differences of morale between the high-performance-skill and the low-performance-skill teachers of government schools. (2) Effective differences were found in theoretical values between the teachers of high-performing-skill and of low-performing-skill of government colleges. (3) The same condition was found in private colleges while there was no difference between the theoretical values of female teachers of government colleges and private colleges. (4) There were effective differences of economic value in government colleges; these differences were not found in the teachers of private colleges. (5) There was no effective difference of economic value between the female teachers of government colleges while there was effective difference between the female teachers of private schools. (6) There were differences of authentic values in the female teachers of goverment schools. This was not found in the male teachers of government colleges and in the female teachers of private schools. (7) Social, political and religious values were the same in the male/female teachers of government and private schools. (8) There was no difference in the student perceived teacher characteristics of high-performance-skill and low-performance-skill teachers in government colleges but this was found in private schools. [KBB 1581]

Nayak, G. 1988. **A study of the quality of prospective teachers and the selection procedures in practice for admission to the B.Ed. course in Orissa.** Ph.D., Edu. *Utkal Univ.*

Problem: It is an attempt to study the quality of prospective teachers and the selection procedure in practice for admission to the B.Ed. course in Orissa.

Objectives: (i) To study the quality of prospective teachers in terms of their attitudes towards the teaching profession and towards children, and their value pattern, mental health and socio-economic background, and (ii) to study the selection procedures in practice for admission to the B.Ed. course in Orissa.

Methodology: In the construction of tools, 250 B.Ed. students, 20 lecturers of education and 30 teachers of high schools were involved. For the final analysis, 550 B.Ed students of six teacher training colleges affiliated to the Utkal University were randomly selected. Further, out of the total sample of 550 B.Ed students, it comprised 420 freshers and 130 untrained working teachers in the age-range of 19 to 35 years. The tools used included the Interview Schedule of Nayak, the Questionnaire of Nayak, the Motivation Scale of Anand, the Attitude

Towards School Teaching Profession Scale of Ahluwalia, Attitude Towards Children Scale of Anand, Socio-economic Status Interview Schedule, the Value Scale of Allport, Vernan and Lindzey, and the RCE Mental Health Scale of Anand. Mean, median, mode, SD, 't' test were computed while treating the data.

Major Findings: (1) It was found that there were 70% quality recruits as per the first three variables, i.e. motivation to join B.Ed course, attitude towards the school teaching profession and attitude towards children. (2) There were approximately 50% quality recruits as per the next two variables of personality, namely, social values and mental health, and 57% of quality recruits according to the socio-economic status variable. (3) There was a tendency of a larger number of quality recruits being admitted by the private colleges as compared to government colleges. (4) The selection procedures of admission to the B.Ed. course adopted by all the teacher training colleges have not made it possible to recruit a significantly high number of quality recruits. [KCP 0450]

Nongrum, Medalin. 1992. **A study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads/principals.** Ph.D., Edu. *North-Eastern Hill Univ.*

Problem: It attempts to assess the job satisfaction of secondary school teachers and its relationship with perceptions of leadership characteristics of their heads/principals.

Objectives: (i) To assess the job satisfaction of secondary school teachers in Shillong and to find the relationship of job satisfaction to factors like gender differences, level of education, religious affiliation and work experience, (ii) to study the leadership characteristics of principals or the needs of schools as perceived by teachers, and (iii) to investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of heads/principals of schools.

Methodology: A representative sample of 20 schools out of a total of 49 schools in Shillong was chosen keeping in view the location of the school, the management pattern, the type of organisation, etc. A job satisfaction scale (for teachers) was prepared as per the standard scaling technique. A rating scale to assess the leadership characteristics of heads of schools, as perceived by the teachers working under them, was also prepared. Critical ratio and chi-square test were used to analyse the data.

Major Findings: (1) The type of management appeared to be associated with teachers' job satisfaction, the government school teachers showing significantly more satisfaction. (2) No significant differences were found in job satisfaction between male and female teachers, between teachers from different religious backgrounds and between teachers with different lengths of experience. (3) Educational qualifications appeared to be positively associated to job satisfaction. (4) Teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives. [PPG 0169]

Panchbhai, P.V. 1990. **A survey of reactions of primary and secondary school teachers of western Nagpur regarding the comprehensive in-service education programme for the guidance of the teachers under the National Education Policy**. M.Phil., Edu. *Nagpur Univ.*

Problem: This survey was an attempt to study the views of the teachers regarding the In-service programme launched at the national level for school teachers, based on the National Education Policy, 1986; their views regarding the new dimensions and thrusts in the NPE; and their roles in the successful implementation of the programme of education.

Objectives: To know the teachers' views on

the in-service education programme with reference to (i) attitude of teachers towards the in-service education programme, (ii) efficiency of the Centre Organiser, (iii) criteria for the selection of resource persons, and (iv) evaluation of the in-service education programme.

Methodology: A total of 150 primary school teachers and 200 secondary school teachers comprised the sample of the study. The teachers belonged to schools in west Nagpur. A pre-tested questionnaire, and interviews were used to collect the data. The percentages of the responses from the teachers were calculated.

Major Findings: (1) Around 85 to 90% of the teachers from primary and secondary schools expressed the opinion that the attitude of the teachers towards the in-service education programme had not changed due to the non-cooperation of the head of the institution, and lack of motivational background confirmed teachers' lack of interest and lack of professional gain. (2) Teachers were not genuinely interested in the in-service education programme. (3) In-service education must be made compulsory for teachers and must be made more interesting so that teachers welcome it. Teachers should be motivated for participation in such type of programmes. [GPK 1600]

Pande, Manisha and Chandra, Arvind. 1992. **Enactment of roles by home science college teachers in teaching, research and extension.** *Indian Educational Review*, Vol. 27 (3): 35-48.

Problem: This experimental study seeks to analyse the role-enactment of home science teachers in teaching, research and extension for improving the quality of teachers' performance in these areas.

Objectives: (i) To study the teaching role of a teacher as an instructor with specific reference to his/her communication and evaluation, (ii) to study the research role of a teacher as a researcher and research guide, and (iii) to study the extension role of a teacher as an extension worker and an extension work guide.

Methodology: A total of 139 college teachers of home science having two or more specialisations at M.Sc level comprised the sample. A questionnaire was used to collect the data. Mean and chi-square were computed while treating the data.

Major Findings: (1) The teachers highly communicated their role as instructors and as communicators by imparting effectively knowledge, thoughts and skills to students; guiding and directing them by making themselves available for guidance outside the classroom; and by praising good answers by students, maintaining subject-matter sequence, repeating subject-matter not understood by students by using vocabulary within the range of students' comprehension, writing legibly, providing examples from the life experiences and prompting students for discussions. (2) The role activities performed less frequently included preparation of hand-outs for complex topics; use of teaching aids and other methods like field trips, role-playing, project methods, special talks/reports, model answers for tests and assignments; committee work; publishing research articles/ recommendations of research studies; encouraging students to form local organisations providing services at the time of mishaps; planning result-oriented programmes for the weaker sections and encouraging programmes on civil consciousness. (3) Lack of command over English on the part of the students, heavy workload, difficulties in preparing appropriate teaching aids, lack of office support presented major role constraints in the role-enactment of teachers. [KCN 1538]

Patted, L.B. 1992. **A critical study of the qualitative improvement of secondary school teacher preparation in Karnataka state.** Ph.D., Edu. *Karnatak Univ.*

Problem: It attempts to study whether the selection procedure, the changed syllabi, the

innovations, and the evaluation procedure have any impact on the qualitative improvement of the secondary teacher education programme in Karnataka.

Objectives: (i) To study the selection procedure, curriculum and methods of teaching of pre-student teaching, procedure of evaluation and existing conditions of resources in the colleges on education in the universities of Karnataka State, (ii) to study the teaching and other school-related behaviour of teachers with varying experience and are trained with different B.Ed syllabi, and (iii) to analyse the B.Ed syllabi in the universities of Karnataka State from 1968-88.

Methodology: The sample comprised 39 principals and 215 teacher-educators working in colleges of education, 213 headmasters/headmistresses of secondary schools who rated 639 assistant teachers with varying experience as 0-5, 5-10. 10-15 and 15-20 years. The sample was selected randomly. The tools used included questionnaires and a rating scale. Percentage analysis, correlation technique and 't' test were used to treat the data.

Major Findings: (1) The eligibility for admission to the B.Ed. course which was 35% from 1968-81 had been raised to 45% in 1982 in all the universities. (2) Lecture, assignment, discussion and seminar methods were used, while case study and project methods were used as innovative methods. (3) Most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room, ladies' lounge, books and journals, and SUPW facilities. (4) A majority of the colleges were run by the students' fees, donations and management funds, except the colleges run by the State government or the university. (5) A majority of the teaching staff had B.A./B.Sc., M.A./M.Sc. and M.Ed. degrees in the second class; a few had Ph.D. degrees. (6) A few universities had framed the objectives after 1982 and framed regulations for admission to the B.Ed. course. (7) The enhancement of minimum percentage at the Bachelor's degree to 50% and a minimum of two school subjects to be studied at this level and an entrance test were quite essential for qualitative improvement of the secondary teacher education course. (8) For assessment of annual lessons, the mean of the two examiners were taken into consideration. [KR 0590]

Prakasham, D.1988. **A study of teacher effectiveness as a function of school organisational climate and teaching competency.** Ph.D., Edu. *Ravishankar Univ.*

Problem: It compares the strength of teacher effectiveness in various types of school organisational climates as well as under different levels of teaching competency across sex differentiation and territorial variation.

Objectives: To compare the strength of teacher effectiveness in various types of school organisational climates as well as under different levels of teaching competency across sex differentiation and territorial variation, (ii) to estimate the relationship of school organisational climates and teaching competency to teacher effectiveness under various types of school climates, and (iii) to study the relative effects of school organisational climates and teaching competency on teacher effectiveness.

Methodology: The sample comprised 800 teachers from 120 government, local body, private non-Christian and Christian schools teaching Classes IX, X and XI of Raipur and Bilaspur Districts together with 92 principals, selected by the random quota sampling technique. The researcher used the School Organisational Climate Description Questionnaire (SOCDQ) of Motilal Sharma, the General Teaching Competency Scale (GTCS) of B.K. Passi and M.S. Lalitha, and the Teacher Effectiveness Scale (TES) of Pramod Kumar and D.N. Mutha. Mean, SD 't' ratio, Pearson's product-moment coefficient of correlation and ANOVA were computed while treating the data..

Major Findings: (1) The open school organisational climate positively affected both the teaching competency as well as teacher effectiveness. (2) Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness. (3) Females scored invariably higher with insignificant difference in all types of schools, categorised in terms of territory, management-type and organisational climate. (4) Moderately better teacher effectiveness was observed in schools under Christian management. (5) There existed a significant relationship between teaching competency and teacher effectiveness. (6) Teaching competency, territorial variations as well as school organisational climate yielded highly significant main effects whereas sex and management types did not. [VPS 0859]

Raina, V.K. 1990. **Personality characteristics of graduate student-teachers: Does specialisation make a difference?** *Indian Educational Review*, Vol. 25 (1): 106-13.

Problem: It attempts to assess the personality factors of graduate students, and to see if there are any differences in the personality factors of student-teachers belonging to different teaching fields.

Objectives: (i) To study the pertinent personality factors of graduate student-teachers, and (ii) to ascertain whether there is any significant personality factor of student-teachers belonging to different teaching fields, viz. science, arts and commerce.

Methodology: The sample consisted of 180 graduate student-teachers—60 each specialising in the teaching of science, arts, commerce—and the four teacher training colleges of Ajmer District in Rajasthan. The researcher used Cattell's Sixteen Personality Factors Questionnaire (16 PF) to collect data. Analysis of variance was used while treating the data.

Major Findings: (1) Student-teachers, by and large, differed considerably on the 16 PF test. (2) The factor pattern for the science student-teachers suggested a picture of marked creativity. (3) The arts student-teachers were found to be warm-hearted, ready to cooperate, and prepared to go along with the current. (4) They enjoyed social recognition. (4) The commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree. [SPr 1490]

Rajguru, A.R. 1988. **A study of the role of headmasters of Central Schools and primary corporation schools to suggest remedies to improve their competencies.** M.Phil., Edu. *Univ. of Poona.*

Problem: It attempts to study the role of headmasters of Central Schools and primary corporation schools and to suggest remedies to improve their competencies.

Objectives: (i) To identify the factors which contribute towards the role of the Central School headmasters in primary schools (rural and urban) run by Pune Municipal Corporation, and (ii) to suggest remedies for improving their work.

Methodology: A sample of 10 supervisors, 33 Central School headmasters and 66 headmasters of primary schools attached to the concerned schools was taken up for the study. A questionnaire prepared by the researcher was sent to the headmasters and supervisors. Percentages were calculated and used in the analysis of the data.

Major Findings: (1) It was found that 64.5% Central School headmasters were aware of their roles. (2) Twenty-eight Central School headmasters said that they observed 90.3% of lessons and arranged model lessons also. (3) Central School headmasters guided the primary school headmasters in their work and also visited them regularly. (4) They also arranged seminars and workshops. However, they were not satisfied with the lesson-observation work. This work was

evaluated by the supervisors but there was no cooperation between them. (5) Each Central School headmaster had to work for 45 hours in a week. Teaching was for 12 hours, lesson-observation for 18 hours, and 15 hours for other activities. [KC 1373]

Rama Mohan Babu, V. 1992. **Job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organisational climate of teachers of residential and non-residential schools.** Ph.D., Edu. *Sri Venkateswara Univ.*

Problem: The present study seeks to analyse the job satisfaction (JS), attitude towards teaching (ATT), job involvement (JI), teacher efficiency (TE) and perception of the organisational climate (POC) of teachers of residential (R) and non-residential (NR) schools.

Objectives: (i) To examine the level of JS, ATT and JI of secondary school teachers, (ii) to find out whether teachers of R and NR schools differed with regard to the level of their JS, (a) attitude towards teaching (ATT), (b) job involvement (JI), (c) efficiency of teaching (TE) and (d) the perception of the organisational climate of the school (POC), (iii) to find out whether men and women teachers differed with regard to variables (a) to (e) cited above, (iv) to find out the relationship between different personal and demographic aspects of teachers like (a) cadres of the teacher, (b) experience, (c) qualifications, (d) workload, (e) marital status, (f) general state of health, and (g) life satisfaction and their JS, ATT, JI, TE, and POC, (v) to find out whether there is any association between type of school and the type of organisational climate, (vi) to find out whether there is any significant difference between the JS, ATT, JI and TE of teachers working in different types of climate, and (vii) to construct step-wise multiple regression equations to predict JS, ATT, JI and TE with the help of different independent variables.

Methodology: The sample for the survey involving 400 secondary school teachers equally distributed between the two types of schools (residential and non-residential) and the two sexes, was selected by a multi-stage stratified random sampling procedure from 40 schools in the Rayalaseema Zone of Andhra Pradesh. The study was of a 2x2 (two types of schools x two sexes) factorial design. For assessing the teaching efficiency of the teachers, ratings were obtained from 40 headmasters and 376 students. Each teacher was rated by 5 to 10 students and the headmaster of the school. A Job Satisfaction Scale, a scale to measure Attitude Towards Teaching, a Job Involvement Scale, a Graphic Teacher Efficiency Scale, an Organisational Climate Description Questionnaire and a personal data sheet were used to collect the data. Analysis of variance, 't' test, chi-square test, correlation and multiple regression analysis were used to analyse the data.

Major Findings: (1) Considering overall JS, the teachers were neither satisfied nor dissatisfied with their job. (2) Considering overall attitude, the teachers had a favourable attitude towards teaching. (3) The teachers exhibited a significant level of job involvement. This was true for overall job involvement as well as JI, as measured by different factors. (4) Teachers of R schools exhibited a significantly higher level of overall JS compared to teachers of NR schools. (5) Teachers working in R schools had a significantly more favourable attitude, and more efficiency, compared to those working in NR schools. (6) There was no significant difference between the level of efficiency of men and women teachers. (7) With regard to organisational climate, there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in R schools as compared to NR schools. (8) Women perceived significantly greater consideration, while men perceived greater hindrance in the organisational climate of their schools. (9) Teachers with less experience exhibited higher JS, ATT and TE. (10) Teachers who had moderate to high workload exhibited higher JS, ATT and

TE. (11) Unmarried teachers were more satisfied and had a better ATT and general state of health; and life satisfaction had a significant positive effect on JS and ATT. (12) Teachers who had a better ATT exhibited higher JI, JS and vice versa. (13) The more efficient teachers had a better ATT. (14) Teachers working in autonomous and open climates had a better attitude and were more satisfied with their job than those working in closed climates. (15) There was no significant association between the type of school (R and NR) and the climate of the school. (16) There was no significant difference between the JI and TE of teachers working in different types of climates. [AVRR 1312]

Ramachandran, G. 1991. **An enquiry into the attitude of student-teachers towards teaching.** M. Phil., Edu. *Madurai Kamaraj Univ.*

Problem: It attempts to conduct an enquiry into the attitude of student-teachers towards teaching.

Objectives: (i) To compare the attitude of teacher-trainees doing a regular college course with those doing a correspondence course, (ii) to find out whether the training has any influence on the attitude of the teacher-trainees towards teaching, and (iii) to find out whether there is any relationship between sex, level of education, nature of the course, occupation of parents and the attitude of teacher- trainees towards teaching.

Methodology: The sample of the study was 100 teacher-trainees from Lakshmi College of Education, Gandhigram, and 100 candidates from the Institute of Correspondence Education, University of Madras, at the Gandhigram centre. A scale for ascertaining the attitude towards teaching was constructed and used. 't' test was employed for statistical analysis.

Major Findings: (1) Regular college teacher-trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainees. (2) Female teacher-trainees had a more favourable attitude towards teaching than male teacher-trainees. (3) The sons and daughters of teachers had a highly favourable attitude towards teaching. PG teacher-trainees had a more favourable attitude towards teaching than undergraduate teacher-trainees. (4) The nature of the course did not influence the attitude of teacher-trainees towards teaching. [MKU 1076]

Ramakrishnaiah, D. 1980. **A study of job satisfaction, attitude towards teaching and job involvement of college teachers**. M.Phil., Edu. *Sri Venkateswara Univ.*

Problem: It attempts to study job satisfaction, attitude towards teaching and job involvement of college teachers working in S.V. University area.

Objectives: (i) To estimate the level of job satisfaction of college teachers, (ii) to find out the relationship between personal and demographic variables and job satisfaction of teachers, (iii) to find out the relationship between attitude towards teaching and job satisfaction, and (iv) to find out the relationship between job involvement and job satisfaction.

Methodology: The sample for the study was 400 teachers equally distributed between the two managements (government and private), two sexes (male and female) and two levels (senior and junior). The sample was selected by a multi-stage stratified random sampling procedure from college teachers working in S.V. University area. The instruments used to collect the data included Job Satisfaction Inventory, an inventory to Measure Attitude Towards Teaching, Job Involvement Inventory, a Socio-economic Status Scale Questionnaire and a personal data sheet. 2x2x2 factorial design, and analysis of variance, 't' test, Kramer's test and chi-square test were employed to treat the collected data.

Major Findings: (1) College teachers, in general, were satisfied with their job. (2) Teachers working in private colleges were more satisfied

than those working in government colleges. (3) Female teachers were found to be more satisfied than the male teachers. (4) There was no significant difference between the level of job satisfaction of junior college teachers and of degree college teachers. (5) Teachers belonging to different socio-economic strata did not differ in the level of their job satisfaction. (6) Teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction. (7) The level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction. [PVD 0125]

Rao, Bhaskara; D. Joseph; Raju B. and Rao, Sundara G. 1989. **Scientific attitudes of in-service and pre-service science teachers.** *Indian Educational Review*, Vol. 24 (2): 37-44.

Problem: It attempts to identify the nature and quality of scientific attitudes possessed by in-service and pre-service science teachers.

Methodology: The total sample comprised 183 teachers, covering 36 in-service and 147 pre-service teachers. The tools used included a tool to measure freedom from superstition, the Cause-Effect Relationship tool of D. Gopal Krishna and the Open Mindedness Tool of M. James Kozlow and Marshall A. Nay. Mean, standard deviation, and chi-square were calculated while treating the data.

Major Findings: (1) The distribution of scientific attitudes, namely freedom from superstition, ability to identify the cause-and-effect relationship and open-mindedness, was not normal. (2) There was not much difference in the attitude between in-service and pre-service science teachers. (3) 34.43% (41.67% in-service and 32.65% pre-service) teachers were not superstitious. (4) 54.25% of the sample (only pre-service) were able to identify the cause-and-effect relationship. (5) 24.04% (33.33% in-service and 21.77% pre-service) of the sample were open-minded. (6) None of the variables were associated with the attitudes except the medium of instruction. (7) Scientific attitudes were distributed independently in the sample and were independent of each other. [SPr 1430]

Rastogi, Anita. 1989. **Biology teachers of public and government schools: Comparative verbal interaction analysis.** *Indian Educational Review*, Vol. 24 (4): 120-24.

Problem: The present study tries to compare the verbal interaction patterns of biology teachers of public and government schools using the interaction analysis technique with the focus on improving their verbal behaviour pattern.

Objectives: (i) To study the verbal interaction pattern of public school biology teachers, (ii) to study the verbal interaction pattern of government school biology teachers, and (iii) to compare the verbal interaction behaviour of biology teachers of public schools and government schools.

Methodology: The sample consisted of 50 biology teachers from public and government schools of Delhi. Flanders' Interaction Analysis (modified) was used for the study. Mean, SD and 't' test were used while treating the data.

Major Findings: (1) Teacher talk was the dominant behaviour of both the groups of teachers. (2) The teachers spoke mostly and used the lecture method. (3) The students had hardly any opportunity to participate in the chain of events happening in the classroom. (4) The teachers of both the groups used Direct Influence more than Indirect Influence. (5) Teachers of both the groups were found to be more authoritative and did not encourage the students to participate much in the teaching-learning process. [SPr 1456]

Ravindra, M. 1989. **Secondary school teachers' disposition towards profession and change-proneness in relation to their perception of leader's behaviour.** M.Phil., Edu. *Bangalore Univ.*

Problem: It is an attempt to study secondary school teachers' disposition towards profession and change-proneness in relation to their perception of leader behaviour.

Objectives: (i) To find out the relationship between attitudes of secondary school teachers towards their profession and their perception of leader behaviour, (ii) to find out if secondary school teachers' change-proneness has any relationship with their perception of leader behaviour, (iii) to compare the perception of leader behaviour of science and arts teachers of secondary schools, male and female teachers of secondary schools, senior and junior teachers of government, private aided and private unaided secondary schools, and (iv) to ascertain the combined effect of sex and type of management on the secondary school teachers' perception of leader behaviour.

Methodology: Using a representative stratified random sampling technique, 200 teachers from 16 schools representing three types of managements—government, private aided and private unaided, in the ratio of 3:5:3—were randomly selected from the population of secondary schools of Bangalore City. There were an equal number of male and female teachers in the sample. The 66-item Leader Behaviour Description Questionnaire (Stogdill), the Minnesota Teacher Attitude Inventory and the Change Proneness Inventory (Mukhopadhyaya) were used to collect data. Pearson's product-moment correlation, 't' test and two-way ANOVA were computed while treating the data.

Major Findings: (1) The perception of leader behaviour was positively and significantly related to attitude and change-proneness of secondary school teachers. (2) Male and female science and arts teachers of secondary schools did not differ significantly in their perception of leader behaviour. (3) Length of service had no differential effect on the secondary school teachers' perception of leader behaviour. (4) The perception of leader behaviour of teachers from different types of schools differed significantly. (5) The interaction of type of management and sex had an effect on the perception of the communication dimension of leader behaviour by secondary school teachers. (6) The type of management and sex did not produce any interaction effect on the secondary school teachers' perception of the initiative and integration and recognition and representation dimensions of leader behaviour. [MKh 0316]

Rawat, S. 1992. **A study of the expectations and realities of job, job satisfaction and values: Pattern of secondary school teachers in relation to their sex.** Ph.D., Edu. *Rohilkhand Univ.*

Problem: The study centres around the job expectations and job realities of secondary school teachers, their job satisfaction and value pattern. The effects of sex, organisation, locality and level of teaching of the teachers on the above-said variables have also been studied.

Objectives: (i) To find out the job expectations, job realities, job satisfaction and value pattern of fresh teachers in relation to sex, locality, type of organisation and level of teaching, (ii) to determine the difference between job expectation and job reality in relation to the above variables, and (iii) to measure the effect of the above variables on job realities, job satisfaction and value pattern of fresh teachers having high and low job expectations.

Methodology: The sample comprised 569 fresh teachers of secondary schools of Bareilly, Moradabad and Rampur Districts and was selected by the multi-stage random sampling technique. The sample represented the variations in sex, locality, type of organisations and level of teaching. The tools used were the Personal Data Schedule, the Teacher Job-Expectation Scale of Shah and Rawat, Teacher Job-Realities Scale of Shah and Rawat, the Job-Satisfaction Scale of Uniyal, and the Eight Value Scale of Shah. The collected data were treated with mean, SD, 't' test and product-moment correlation.

Major Findings: (1) In most of the dimensions of job expectation, female and L.T.-grade teachers were found to be more expectant than their male and other-grades counterparts. (2) In most of the dimensions of job realities, male and urban teachers experienced better job realities than their female and rural counterparts. (3) The job satisfaction scores of female, C.T.-grade and government school teachers were significantly higher than their male, other-grades and aided-school counterparts. (4) Sex, locality, type of organisation and grade of teachers very feebly affected their value-pattern. (5) In all the cases of comparison, the expectations of teachers were significantly higher than the job realities. (6) The job realities experienced by female, urban, aided-school and C.T. and lecturer-grade teachers of the low job-expectation group were better, whereas among the high-expectant group, male, urban and aided-school teachers experienced better job realities than their respective counterparts. (7) Job expectation, job reality and job satisfaction showed strong positive relationship with humanistic creative knowledge, social and aesthetic values, and negative relationship with political and economic values. [LS 1371]

Ray, S. 1990. **A study of the attitude of teachers towards pupils and their job satisfaction.** M.Phil., Edu. *Utkal Univ.*

Problem: It attempts to study the attitude of teachers towards pupils and their job satisfaction.

Objective: To find out the relation between attitude of teachers towards students, their job satisfaction and mental health.

Methodology: The investigation had an experimental design wherein a sample of 100 teachers (male and female) of five schools of Cuttack City (Orissa) was chosen through random sampling. The tools used were the Mental Health Scale, the Job Satisfaction Scale, and the Teacher's Attitude Towards Children Scale. The data was treated with mean, SD, correlation, chi-square, and 't' test.

Major Findings: (1) The mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children. (2) Teaching experience, mental health, job satisfaction and teachers' attitude towards children were significant and positively correlated with their age. [KCP 0499]

Ray, Sipra. 1992. **A comparative study of teachers' attitude towards pupils and their job satisfaction.** Ph.D., Edu. *Utkal Univ.*

Problem: It attempts to study the factors of job satisfaction and the attitude of secondary teachers towards pupils.

Objectives: (i) To study the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience, and mental health, (ii) to compare male and female teachers with regard to their attitude towards pupils, their mental health, and professional satisfaction.

Methodology: In the present study, the Mental Health Scale, the Job Satisfaction Scale and the Teacher Attitude Towards Children Scale were developed and used. Further, the researcher also used the Minnesota Teacher Attitude Inventory. The data were treated with percentages, mean, SD, correlation, chi-square, 't' test, and regression analysis.

Major Findings: (1) The mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils. (2) Teachers' teaching experience, mental health, job satisfaction and their attitude towards pupils were positively and significantly correlated with their age. (3) Professionally satisfied teachers had a favourable attitude towards pupils. (4) Women teachers, on an average, cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to men. [JKS 0706]

Reddy, Balakrishna P. 1989. **Job satisfaction of primary school teachers.** M.Phil., Edu. *Sri Venkateswara Univ.*

Problem: It is an in-depth study of the job satisfaction, attitude towards teaching and job involvement of primary school teachers in relation to some variables like sex, marital status, experience, personality factors, etc.

Objectives: (i) To assess the level of job satisfaction (JS), attitude towards teaching (ATT) and job involvement (JI) of primary school teachers, (ii) to find out different job factors which contribute to the satisfaction/dissatisfaction of the teachers, (iii) to examine the relationship between job satisfaction (JS) and attitude towards teaching (ATT), job involvement (JI), sex, marital status, qualifications, size of family, experience, age and personality factors, (iv) to find out what percentage of teachers are satisfied with their job, like teaching and feel psychologically well-involved in their job, and (iv) to set up multiple regression equation to predict JS, ATT and JI.

Methodology: The sample of the study comprised 300 primary school teachers selected by the multi-stage stratified random sampling procedure. A Job Satisfaction Scale, a scale to measure Attitude Towards Teaching, a Job Involvement Scale, Cattell's 16 Personality Factors Questionnaire (Form C) and a personal data sheet were used to collect the data. While the first two scales were developed for the study, the third was an adoption of Lodhart and Kijnar's Job Involvement Scale. Analysis of variance, 't' test and multiple regression were used to analyse the data.

Major Findings : (1) Considering overall job satisfaction (JS), the teachers were satisfied with their job. (2) Considering JS as measured by different job factors, the teachers exhibited a significant level of satisfaction with the job as measured by eight factors, while they exhibited a significant level of dissatisfaction as measured by seven factors. (3) Considering overall JS, women teachers were more satisfied with their job than men teachers, while men teachers were more satisfied than women teachers on one factor. (4) Suitably qualified teachers were more satisfied with their job, young teachers were more satisfied with their job than middle-aged and aged teachers; this was true for overall JS. (5) There was a significant difference between the level of JS of teachers classified as high, middle and low on the basis of their ATT. (6) There was a significant difference between the level of JS of teachers classified as low, middle and high groups on the basis of their job involvement in the case of seven factors. (7) There was a significant difference between the level of attitude of teachers classified as high, middle and low on the basis of their JI. (8) There was a significant difference between the level of attitude of teachers classified as high, middle and low on the basis of their personality scores. (9) There was a significant difference between the level of JI of teachers classified on the basis of their qualification, attitude towards teaching, and personality, as measured by four factors (10) 84.33% of the teachers felt psychologically well-involved in their job. (11) 96.40% of the variance in JS was accounted for by different job factors. (12) The total variance in JS predicted by different independent variables was 27.7%. (13) The total variance in ATT contributed by different independent variables was 39.1%. (14) 49.1% of the variance in JI of the teachers could be predicted by the different independent variables included in the study. [AVRR 1313]

Reddy, Bhoom N. 1991. **Teaching aptitudes and attitudes of secondary school teachers in Andhra Pradesh.** Ph.D., Edu. *Osmania Univ.*

Problem: The present study tries to assess the teaching aptitudes and attitudes of secondary school teachers in Andhra Pradesh in relation to their sex, age, faculty and category.

Objectives: To test whether sex, age, faculty and category of teachers have any influence on their teaching aptitude and attitude.

Methodology: In the study, 332 student-teachers of the B.Ed. regular course for the year 1989-90 admitted in colleges of education affiliated to the Kakatiya University, Warangal, were taken as the main sample. A sub-sample of 80 experienced secondary school teachers (School Assts.) with a service of more than 10 years was selected from government, private (aided) and Zilla Prajaparishad secondary schools of V Zone of A.P. The tools used included the Thematic Apperception Test (TAT) and the Teaching Aptitude Inventory. Mean, median, SD, skewness, kurtosis, 't' ratios, product-moment coefficient of correlation and chi-square test were computed to analyse the data.

Major Findings: (1) The female respondents performed relatively better in the Teaching Aptitude Test. (2) Age and faculty did not influence the performance on TAT. (3) Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student-teachers. [SSS 0847]

Reddy, Chandra Prakash. 1991. **Quality improvement of pre-service teacher education of primary school teachers in Andhra Pradesh.** Ph.D., Edu. *Osmania Univ.*

Problem: It is an attempt at improving the quality of pre-service teacher education of primary school teachers in Andhra Pradesh.

Objectives: (i) To explore the present status of pre-service teacher education of primary school teachers in Andhra Pradesh, and (ii) to improve the quality of teacher education in terms of physical facilities, staff pattern, the teaching-learning process, the curriculum and the evaluation process.

Methodology: The population consisted of the teacher-educators working in 23 TTIs/DIETs in the State of Andhra Pradesh. They were post-graduates with M.Ed., with minimum 50% marks in both their degrees. The researcher used a questionnaire to collect the data. Chi-square and percentages were calculated while treating the data.

Major Findings: (1) The sex ratio of teacher-educators who responded was 4:1 (men and women, respectively). (2) Four out of five teacher-educators were young, i.e. below 39 years of age. (3) Many teacher training institutes (DIETs) did not have the required physical facilities. However, all these TTIs, having been upgraded as DIETs, were getting facilities funded by the Government of India. (4) The present staff pattern was considered inadequate to maintain quality in the pre-service teacher education. (5) The study suggested that the 1+5 staff pattern should be changed to 1+9. Further, the study revealed the following which should be borne in mind while appointing teacher-educators: qualified postgraduates in the concerned subjects with relevant methodology in B.Ed. and M.Ed., with proper aptitude and attitude, and having a minimum three years' experience of teaching should be treated as eligible candidates. (6) Teacher-educators were strongly recommended to follow and implement the activity method and stress equally on all the four components, viz. knowledge, understanding, application, and skills, to bring quality into teacher education. [SSS 1033]

Reddy, Madanamohana G. 1988. **Performance requirements of worker-teachers as perceived by the worker-teachers of workers' education centres.** M.Phil., Edu. *Sri Venkateswara Univ.*

Problem : The study aims at examining the performance requirement of worker-teachers as perceived by worker-teachers of workers' education centres.

Objectives: (i) To identify the requirement level of performance items as perceived by the worker-teachers in workers' education centres, and (ii) to identify differences in the perception of the requirement level of sub-areas of performance items between male and female worker-teachers, rural and urban worker-teachers, worker-teachers with six months' and one-year experience, worker-teachers of different ages, castes, educational levels, and income levels.

Methodology: The sample of the study involved 225 worker-teachers from Madras and Chittoor districts. A rating scale was used for collecting the data. Mean, SD, chi-square, 't' test and F-test were used to analyse the data.

Major Findings: (1) There was no significant difference between male and female worker-teachers in their perception of the performance requirements in any of the areas. (2) The rural subjects were significantly higher in the areas 'execution of instruction' and 'management'. (3) There was no significant difference between teachers with six months' experience and those with one year's experience in their perception of the performance requirements in any of the areas. (4) Similar results were obtained in the case of the variables, 'caste' and 'income level'. (5) When the subjects were categorised on the basis of their age, the F-value was found to be significant in the case of the 'area-human relations'. (6) In the case of the level of education, the F-values were significant for 'evaluation of instruction' and overall for all the items. [AVRR 1602]

Reddy, Ramachandra B. 1978. **A study of verbal classroom behaviour of high school science teachers in relation to certain personality characteristics and their attitudes towards pupils and certain classroom practices.** M.Phil., Edu. *Sri Venkateswara Univ.*

Problem: It is an attempt to study the verbal classroom behaviour of high school science teachers in relation to certain personality characteristics and their attitude towards pupils and certain classroom practices.

Objectives: (i) To identify the verbal classroom behaviour patterns of high school science teachers, and (ii) to compare these behaviour patterns with respect to the variables, sex, experience, social extraversion-introversion, thinking extraversion-introversion and attitude of teachers towards pupils, and certain classroom practices.

Methodology: The random sampling procedure was employed for selecting 116 high school science teachers in the S.V. University areas (Chittoor, Cuddapah and Nellore Districts of Andhra Pradesh). The Observational System for the Analysis of Classroom Instruction—a 16-category modification of Flanders' System of Interaction Analysis—was used to measure the verbal behaviour through direct classroom observation. Guilford's STDCR Personality Inventory was used to measure the social extraversion-introversion and thinking extraversion-introversion of the teachers, and an Attitude Scale, developed by the researcher, was also used to collect the data. Frequencies, percentages, ratios, measures of central tendency, measures of variability, coefficient of correlation, chi-square and 't' test were used while treating the data.

Major Findings: (1) Most of the male and female teachers having less than ten years of teaching experience used the direct style of teaching rather than the indirect style. (2) Female teachers having more than ten years of teaching experience used the indirect style of teaching. (3) Social extraverts and thinking extraverts used more of the direct style and also indirect style of teaching than the social introverts and thinking introverts. (4) The teachers resorted to positive criticism which indirectly encouraged the students to learn better. (5) The teachers should have a positive attitude towards teaching and towards students to make his teaching successful in the classroom. (6) The teacher must devote much of his time in involving the students to participate in classroom discussions and in thinking of new ways of solving problems. [PVD 0133]

Reddy, Ramachandra B. 1990. **Teaching behaviour of high school teachers in relation to certain factors.** Ph.D., Edu. *Sri Venkateswara Univ.*

Problem: The investigation was designed to make an in-depth study of the teaching behaviour in relation to certain demographic variables, teaching variables and personality factors.

Objectives: (i) To conduct an in-depth study of interaction variables (teaching behaviour) in relation to certain demographic and teaching variables and personality factors, (ii) to identify the verbal classroom behaviour patterns of high school teachers, and (iii) to compare the verbal classroom behaviour patterns identified.

Methodology: The sample of the study comprised 256 high school teachers of Classes VIII and IX, teaching English, mathematics, science and social studies. The sample was selected by the multi-stage stratified random sampling procedure. Classroom observation, the 16 Personality Factors Questionnaire, a Job Satisfaction Inventory, a Classroom Communication Inventory (Parts I and II) and a personal data sheet were used to collect data. Chi-square, 't' test, F-test and multiple regression analysis were used to analyse the data.

Major Findings: (1) There was a significant difference between the total teaching behaviour patterns of male and female teachers. (2) Similarly, the chi-square value for the difference between the matrices of teachers of different subjects was significant. (3) The F-values were significant for five out of the 16 categories, six out of the 13 ratios, and one out of the seven areas of teaching behaviour. (4) A similar analysis was carried out for the effect of subject of teaching, age, teaching experience, job satisfaction, classroom communication (Scale I, Scale II) and 16 personality factors, and the results were reported in the same manner. (5) The contribution of JS alone was 55.8%. [AVRR 1311]

Reddy, Subramanyam M. 1990. **An investigation into the job satisfaction of university teachers in relation to some variables.** M.Phil., Edu. *Sri Venkateswara Univ.*

Problem: The present study tries to investigate the job satisfaction of university teachers in relation to some variables.

Objectives: (i) To probe into the job satisfaction of university teachers in relation to variables like attitude towards teaching, job involvement, type of university, sex, cadre, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, possession of properties at the native place, general status of health, effectiveness as a teacher, effectiveness as a researcher, teaching work-load, administrative work-load, research output, number of research publications, number of books published, life satisfaction and family satisfaction, and (ii) to analyse the attitude of the teachers towards teaching and their job involvement in relation to the variables.

Methodology: The sample for the study was 210 university teachers selected by the stratified random sampling procedure. A job satisfaction scale, a scale to measure attitude towards teaching, a job involvement scale, and a personal data sheet were used to collect the data. Analysis of variance, 't' test and multiple regression were used to analyse the data.

Major Findings: (1) The mean overall job satisfaction (JS) score of the teachers was 307.26, indicating that the teachers were satisfied with their jobs. (2) Similar results were obtained for JS as measured by eight of the ten factors. (3) Sub-groups of teachers classified on the basis of their ATT differed significantly in their overall JS. (4) The F-values were significant for overall JS and five factors. (5) The teachers had a favourable attitude towards their profession. (6) This was true for overall attitude, and also for all the five attitude factors. (7) Thirty-eight per cent of the teachers 'liked teaching very much', while 62% 'liked' it. (8) The F-values were significant for one or more of the attitude factors in the case of variables c, e, and i. (9) For all other variables the F-values were not significant either for overall attitude or for any of the attitude factors. (10) The teachers exhibited a high level of psychological involvement in their job. [AVRR 0592]

Roy, Nandita Basu. 1992. **Analysis of teaching**

behaviour pattern of the experienced science teachers. *Indian Educational Review*, Vol. 27 (1): 93-97.

Problem: It attempts to analyse the teaching behaviour pattern of experienced science teachers.

Objective: To examine the teaching behaviour pattern of experienced science teachers.

Methodology: The sample of the study comprised all science teachers (24 in number) teaching physics, chemistry and biology in the secondary and higher secondary schools of Varanasi City. A personal data sheet was used. The data were collected with the help of a tape recorder; the classroom of each teacher was visited twice, and matrices were made and 14 indices calculated. Flow diagrams and histograms were made.

Major Findings: (1) Some of the behaviours such as lecturing, asking questions, accepting feelings, were more commonly used by almost all the teachers. Praise and reward, acceptance and clarification, and asking questions were used more by indirect teachers. (2) Lecturing was used more by direct teachers. (3) Accepting feelings, giving directions, criticising or justifying authority, pupil initiation, and silence or confusion were equally used by both direct and indirect teachers. (4) The direct female teachers were more in number as compared to the male teachers. [SPr 1893]

Roy, Sinha D. 1991. **Impact of the elementary teacher education programme on attitudinal change of the elementary teacher-trainees of Orissa towards community involvement.** Ph.D., Edu. *Utkal Univ.*

Objective: To study the impact of elementary teacher education programme on the attitudinal change of the elementary teacher-trainees of Orissa towards community involvement.

Methodology: The stratified random sampling method was adopted for the selection of the sample. Two types of samples were involved in the present investigation. One was meant for the purpose of standardisation of the scale developed by the investigator and the other type was selected to study the impact of the elementary teacher education programme on change in the attitude of the student-teachers towards community involvement. For the first type of sample, 200 male and 200 female student teachers, and for the second type, 100 male and 100 female student-teachers were selected for investigation. The sample was selected from 43 secondary training schools of Orissa covering rural, urban and tribal areas. The tools used were the Community Involvement Attitude Scale of Sinha and the Social Service Scale of the Vocational Interest Inventory of Samal. The data were treated using chi-square test and 't' test.

Major Findings: (1) The elementary teacher education programme with the elements of community involvement, both in theory and practice, positively affected the change in attitude of the student-teachers towards community involvement. (2) Both the categories of student-teachers were almost equally prone to change in their attitude towards community involvement. (3) Previous teaching experience had no role to play in the change in attitude of student-teachers towards community involvement. (4) The degree of interest in teaching was responsible for accelerating the development of attitude towards community involvement. [KCP 0381]

Sabharwal, Nirmal. 1991. **Prediction of student-teacher performance in the secondary teacher education course.** *Indian Educational Review*, Vol. 26 (3): 101-09.

Problem: It is an attempt to study and predict student-teacher performance as related to selected variables.

Objective: To study and predict student-teacher performance in the theory course, in practical teaching and in the aggregate as related to selected context variables.

Methodology: The sample of the study comprised 200 student-teachers from eight colleges of education. The tools used were the Group Test of General Mental Ability (GMAT), the Scholastic Test (ST), the Teacher Attitude Inventory (TAI), the Anxiety Scale (AS), and two tools developed by the investigator, viz. the Student-Teacher Information Blank (SIB), and the Training Performance Information Blank (TPIB).

Major Findings: (1) Context variables GMAT and previous academic achievement emerged as significant predictors of student-teacher performance in total assessment of theory. (2) Context variables TAI, ST and AS emerged as significant predictors of student-teacher performance in the total assessment of practice theory. (3) Context variables GMAT and PAA were found to be significant predictors of student-teacher performance in TA. (4) None of the non-cognitive variables emerged as significant predictors of performance in the total assessment of theory and total assessment. [SPr 1511]

Sadananthan, M. 1990. **Role expectations and role performance of teacher-educators.** M.Phil., Edu. *Madurai Kamaraj Univ.*

Problem: It is an attempt to study the role expectations and role performance of teacher-educators.

Objectives: (i) To identify the role expectations of teacher-educators in the colleges of education, (ii) to study the role performance of teacher-educators, and (iii) to compare their role expectations and role performance.

Methodology: The sample of the study constituted 300 B.Ed. trainees and 55 teacher-educators from various colleges of education in the Madurai Kamaraj University area. A Teacher-Educator's Role Expectations — Role Performance Scale was used to collect the data. Percentages, mean, SD and 't' test were used for treatment of data.

Major Findings: (1) Male and female teacher-educators differed in the perception of their role as guide, educator, and professional and educational technologist. (2) Female teacher-educators seemed to give more importance to their supervisory role than the male teacher-educators. (3) Teacher-educators of humanities gave more importance to subject specialisation than the teacher-educators of science. (4) The role expectations of the teacher-educators were more than their actual performance. [MKU 1065]

Saran, Ravi Bala. 1992. **An investigation into work alienation and teaching performance in relation to certain psychological and institutional factors.** Ph.D., Edu.*Univ. of Allahabad.*

Problem: It attempts to investigate into work alienation and teaching performance in relation to certain psychological and institutional factors among primary school teachers of Allahabad City.

Objectives: (i) To compare high and low work-alienated teachers, (ii) to compare high and low-performing teachers working in primary schools—recognised aided, district board and madarsa—with respect to their personality needs, work values, work adjustment, leadership behaviour and the organisational climate of schools they served in, (iii) to study the interaction between work alienation and type of school, and (iv) to study the interaction between teaching performance and type of school.

Methodology: The sample for the study consisted of 498 primary school teachers working in recognised aided, district board and madarsa schools located in Allahabad City. The tools used included, Edward's Personal Preference Schedule (EPPS), the Work Value Inventory, the Work Adjustment Questionnaire and Leadership Behaviour Description Questionnaire (LBDQ). The data were analysed using mean, SD, 't' test and (2x4) analysis of variance.

Major Findings: (1) The high and low-alienated teachers from different types of schools differed significantly and commonly on n-ach, n-ord, n-

aut, n-dom, n-end, n-het, and n-agg of the EPPS needs. (2) These teachers differed significantly on creativity, management, achievement, way of life, security, variety, economic return and the intellectual stimulation sub-areas of the Work Value Inventory. (3) They differed with respect to their work adjustment. (4) High and low work-alienated teachers as also those working in different types of schools differed significantly in school climate, characterised by the disengagement, group-alienation spirit, psycho-physical hindrance, control production emphasis and humanised-thrust sub-areas of LBDQ. (5) High and low work-alienated teachers as also those from different types of schools differed significantly on the representation, demand reconciliation, tolerance of uncertainty, initiation of structure, role assumption consideration and superior orientation sub-areas of LBDQ. (6) They differed additionally on production emphasis and integration, while teachers from recognised aided district board and madarsa primary schools differed on persuasiveness and tolerance of freedom. [PCS 1934]

Saroja, D. 1991. **Effect of humanistic orientation training of teachers on the personal and cognitive growth of secondary school students.** Ph.D., Edu.*The Maharaja Sayajirao Univ. of Baroda.*

Problem: It is an attempt to study the effect of the humanistic orientation training of teachers on the personal and cognitive growth of secondary school students.

Objectives: (i) To develop a humanistic orientation training package for secondary school teachers, (ii) to organise humanistic orientation training programme for selected secondary school teachers, (iii) to study the effect of such orientation of teachers on the personal growth of their students with respect to motivation for schooling, academic self-concept, sense of control over performance instructional mastery, attitude towards school, self-esteem, perception of their teachers and sociometric status, and (iv) to study the effect of humanistic input given to teachers on the cognitive growth of their students with respect to creativity and academic performance.

Methodology: Teachers and students of Classes VII and VIII from the four selected English-medium secondary schools of Guntur and Vijayawada formed the sample. The total number of subjects taken was 184. The tools used were the Classroom Interaction Observation Schedule (CIOS) of Lakshmi, the Interpersonal Skills Scale of Carkhuff, the School Attitude Measure of Dolan and Enos, the Self-esteem Scale of Rosenberg, the Teacher Relationship Perception Inventory of Wittmer and Mcjrick, the Sociometric Scale of Pareek, the Tests of Creativity of Passi, and academic performance. The data were analysed in terms of percentages, means, SDs, 't' test, 'F' test, correlation, profile analysis, and meta analysis.

Major Findings: (1) The humanistic orientation input programme was effective in enhancing the level of academic self-concept of students significantly, based on their performance. (2) The programme was found to be effective in increasing the students' sense of control over performance that affected them at school. (3) Students' instructional mastery was also affected positively and significantly. (4) The programme helped the students to enhance their sociometric status with respect to liking, acceptance and interpersonal relations among themselves to a significant extent. (5) It enhanced the creative ability of students to a significant extent with respect to students' sensitivity to (a) see problems, (b) perceive unusual uses, (c) perceive consequences, and (d) the academic performance of students. (6) The humanistic orientation treatment facilitated uniform and significant gains in experimentals with respect to almost all cognitive growth variables without disturbing their relative positions. [MSY 0930]

Savadamuthu, T. 1988. **Leadership behaviour and teacher morale of secondary school teachers.** M.Phil., Edu. *Madurai Kamaraj Univ.*

Problem: The present study tries to investigate the leadership behaviour and teacher morale of secondary school teachers.

Objective: To examine and find out the relationship between the leadership behaviour and morale of the secondary school teachers.

Methodology: The sample of the study consisted of 200 teachers from the secondary schools in Anna District. The Leadership Behaviour Description Questionnaire (LBDQ) of Halpin and Craft, and the Teacher Morale Inventory of Dekhtawala were used to collect the data. Mean, SD, correlation and 't' test were used in the treatment of the data.

Major Findings: (1) Although the higher secondary school teachers possessed both types of leadership behaviours—initiating structure and consideration—they did not reveal any distinct type of leadership behaviour. (2) The leadership behaviour of the secondary school teachers were not related to their morale. (3) Female teachers, and more experienced teachers revealed higher leadership behaviour. [MKU 1057]

Saxena, Nirmal. 1990. **A study of some correlates of job satisfaction in the teaching profession.** Ph.D. Edu., *Agra Univ.*

Problem: It is an attempt to study the relationship between attitude and job satisfaction as well as between socio-economic status and job satisfaction.

Objectives: (i) To determine the relationship between attitude and job satisfaction of persons serving in the teaching profession, (ii) to find out as to what extent aptitude for teaching profession yields job satisfaction, (iii) to find out the relationship between socio-economic status of teachers and their job satisfaction, and (iv) to suggest some remedial measures to minimise job dissatisfaciton.

Methodology: In this descriptive survey, 600 teachers from different levels were involved. The purposive random sampling procedure was used. The tools used were the Job Satisfaction Test of Kumar and Mutha, the Socio-economic Status Scale of B. Kuppuswami, the TAT Battery of R.P. Singh and S.N. Sharma, and the Teachers' Attitude Inventory of S.P. Ahluwalia. Mean, SD, correlation and 't' test were computed while treating the data.

Major Findings: (1) Positive correlation was found between aptitude and job satisfaction. (2) Positive but not significant correlation was found between attitude and job satisfaction. (3) Job satisfaction was negatively correlated to socio-economic status. [SS 0747]

Saxena, P.L. 1990. **A study of the elements which affect the job satisfaction of lecturers working in higher secondary schools of Madhya Pradesh.** Ph.D., Edu. *Rani Durgavati Vishwavidyalaya.*

Problem: The present study is designed to study the elements which affect the job satisfaction of lecturers working in higher secondary schools of Madhya Pradesh.

Objective: To examine the elements which affect the job satisfaction of lecturers of higher secondary schools of Madhya Pradesh.

Methodology: In this descriptive survey, the sample consisted of 600 male and 300 female teachers chosen through random sampling. From 12 divisions of M.P., 118 schools were selected for the study. The tools used were a General Information Proforma, a Job-Satisfaction Opinionnaire, and an Interview Schedule. Mean, F-test, and critical ratio were calculated while treating the data.

Major Findings: (1) There was no significant difference between male and female, and between science and arts lecturers on the job satisfaction of social, individual, vocational, moral and economic elements. (2) However, a significant difference existed between non-government rural and urban school lecturers having more than 10

years and less than 10 years teaching experience with regard to the above-mentioned elements. [NNS 0737]

Sekar, G. and Ranganathan, S. 1988. **Job satisfaction of graduate teachers in Coimbatore.** *Indian Educational Review*, Vol. 23 (3): 126-36.

Problem: The study addresses the problem of job satisfaction of graduate teachers and its level and relationship with sociological factors.

Objective: To study the problem of job satisfaction of graduate teachers and its relationship with sociological factors.

Methodology: The sample of the study constituted 75 teachers from 12 randomly selected schools in Coimbatore (Tamil Nadu). Out of 75 teachers, 22 were from aided schools, 30 from government schools and 23 from corporation schools. A questionnaire was used to collect the data. Mean, SD, and chi-square were used while treating the data.

Major Findings: (1) Salary, nature of work, personnel policies, personal achievement in the profession, relationship with superiors, subordinates and colleagues, job security, recognition and appreciation, and working conditions were identified as factors for job satisfaction. (2) Out of 75 teachers, 12 were highly satisfied, 27 satisfied, 29 less satisfied, and the remaining seven were least satisfied with their jobs. (3) The relationship between types of school and levels of job satisfaction was found to be significant. (4) The association between job satisfaction and sociological factors like sex, age, community, family size and experience was not found to be significant. [TNSB 1410]

Sengupta, Parijat. 1990. **Professionalisation of teachers: A case study of men and women teachers of Calcutta University.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: It attempts to study the extent of professional commitment among women teachers in the teacher training colleges of Calcutta University.

Objectives: (i) To study the professional commitment of female teachers in the training colleges of Calcutta University, (ii) to compare the professional commitment of male teachers with that of female teachers, (iii) to study the relation between professional commitment and occupational choice, (iv) to study occupational choice and its social and occupational background, and (v) to analyse the nature of commitment towards the profession.

Methodology: In the study, 20 colleges under Calcutta University divided into single-sex colleges and co-education colleges, and 150 full time teachers constituted the sample. An Interview Schedule, a Scaling Instrument and an Interview Guide were used to collect the data.

Major Findings: (1) The majority of women teachers belonged to higher socio-economic background than the men and they perceived that they were not very successful in their teaching job although it was chosen voluntarily by them. (2) Most of the women teachers mainly restricted their activities to within their departments. (3) A larger proportion of male teachers had higher professional involvement in comparison to women teachers. [SCG 0154]

Shah, Beena. 1991. **Determinants of teacher effectiveness.** Independent study. *Rohilkhand Univ.*

Problem: It attempts to study certain determinants that make teachers effective.

Objective: To predict the effect of aptitude, intelligence, values, self concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among the secondary-level teachers.

Methodology: In the study, 2,000 secondary-level teachers of the Garhwal region were selected by the multi-stage random sampling technique.

Only 1,907 teachers filled the Teacher Efficiency Scale completely out of which 936 were identified as effective and 971 as ineffective teachers. The tools used were Teacher Efficiency Scale (TES) of Chauhan and Jain, the Teaching Aptitude Test Battery (TATB) of Singh and Sharma, the Teachers' Attitude Scale (TAS) of Uniyal, the Group Test of Intelligence (GTI) of Tandon, the Eight Value Scale (EVS) of Shah, the Self-Concept Scale (SCS) of Deo, the Job Satisfaction Scale (JSS) of Uniyal, the School Organisational Climate Index Questionnaire (SOCIQ) of Sharma, the Job Motivation Analysis Form (JMAF) of Uniyal and the Introversion-Extraversion Personality Inventory (IEPI) of Shah. Mean, SD, 't' test, 'F' test, correlation, and regressions were computed while treating the data.

Major Findings: (1) Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organisational climate. (2) The variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent. (3) Teachers' satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptablility, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness. [BS 0955]

Shah, J.H. 1988. **An evaluation tool for a teacher educator.** *Indian Educational Review*, Vol. 23 (3): 18-26.

Problem: An attempt is made to develop a tool for evaluating the teacher-educators teaching M.Ed. class at the Department of Education in Gujarat University so as to improve the functioning of the department as a whole.

Objective: To evolve an original evaluation tool for teacher-educators, especially those who teach and guide dissertations at the M.Ed. level.

Methodology: In the final run, two faculty members and 17 visiting PG teachers from different colleges of education of Ahmedabad were evaluated on this tool by 25 students of the M.Ed. class. The crude tool was scrutinised by three experts and the tentative tool was piloted before giving it a final shape.

Major Findings: (1) So far as the Education Department of Gujarat University, Ahmedabad, was concerned, the highest mean score (in order of merit) of the first-rank teacher belonging to the department was 15.32, the second rank-order teacher's mean score was 25.16, and the last mean score securing the 14th rank was 76.25. (2) It was found that the statement (May God save us from such a professor!) in 'Guess Who' had the lowest frequency of 3, while the statement (Has a good command over the subject) had the highest frequency, that is, 46. (3) Good qualities that were repeatedly mentioned were: 'methodical presentation', 'punctual', 'a skilful teacher', 'always comes well-prepared', 'up-to-date information provided'; while the bad qualities narrated often were: 'loses temper now and then', 'speaks fast and repeats the same point frequently', 'many a time dictates notes only', 'has nothing new to offer' (if previous notes in his subject were secured, there was no need to attend his lectures). (4) In dissertation guidance work, the grading was as follows: excellent-38.46%, good-26.92%, very fair-15.38%, fair-3.84%, poor-nil. (5) About 30.43% of the respondents considered the whole dissertation work useless. (6) The test – retest reliability (original crude form and refined form) was found to be 0.74 (one month's interval). (7) The order of merit (part a—rating scale) and the mean score (part b—guess who) were correlated and the coefficient of correlation was 0.68. It, therefore, seems that this evaluation tool can now be used in other faculties of different universities by translating it into the required medium of instruction. (English as well

as Gujarati versions are available with the investigator.) [JHS 0726]

Shandilya, Manorama. 1990. **A study of frustration in teachers working in Central Government, State Government and government-aided privately managed schools of Kanpur city.** Ph.D., Edu. *Kanpur Univ.*

Problem: The present study is designed to study the frustration in teachers working in Central Government, State Government and government-aided privately managed schools of Kanpur City.

Objectives: (i) To study the nature and extent of frustation in the teachers of higher secondary schools of Kanpur City, i.e. teachers of Central schools, State government schools and State government-aided privately managed schools, and (ii) to find out the relationship between frustration and age, work-load, service conditions and emoluments of secondary school teachers.

Methodology: The survey method was used in this research in which 100 male and 100 female teachers of each category of school were taken. A self-prepared questionnaire and the Test of Frustration of Chauhan and Tewari were used as tools in the study. Mean, median, mode, skeweness, kurtosis, CR and correlation were computed while treating the data.

Major Findings: (1) The distribution of frustration scores was platy-Kurtic. (2) Male teachers of Central schools showed a relationship between frustration, age, service conditions and work-load. (3) Emoluments did not show any relationship with frustration. (4) Female teachers of Central schools indicated no relationship between frustration and emoluments, age, service conditions and work-load. (5) Male and female teachers of State government schools indicated a relationship between work-load and frustration. (6) Emoluments, age, and service conditions showed no relationship with frustration. (7) Male teachers of private schools showed a relationship between frustration and service conditions while no relationship existed between frustration and other variables, i.e. emoluments, age and work-load, while female teachers of private schools showed a relationship between frustration-emoluments, and frustration-service conditions. (8) No relationship existed between frustration-age, and frustration-work-load. [KD 0205]

Sharma, D.L. 1989. **A comprehensive research project on identification of specific teaching, skills and development of instructional material related to Hindi teaching and to study the effectiveness of these specific skills.** Independent study. *Sardarsahar: Basic Teachers' Training College.* [ERIC Funded]

Problem: This study addresses the problem of identifying specific teaching skills related to Hindi teaching, preparing instructional material in Hindi and studying the effectiveness of these identified Hindi teaching skills.

Objectives: To identify specific teaching skills related to Hindi teaching, (ii) to prepare instructional material in Hindi, and (iii) to study the effectiveness of these identified specific Hindi-teaching skills.

Methodology: The first phase involved 20 trained secondary-stage Hindi teachers in Rajasthan schools, 20 school lecturers, 10 lecturers, readers and professors in Hindi, five teacher-educators in Hindi, five lecturers, readers and professors in national institutes, five micro-teaching specialists. The sample for the second phase comprised 100 pupil teachers opting for Hindi teaching. The third phase consisted of experimental and control groups of 100 boys and girls. An interview schedule, a questionnaire, an observation schedule, a Hindi Teaching Competency Scale and Mental Ability Test were used to collect the data. The collected data were suitably treated with appropriate methods.

Major Findings: (1) As regards the effectiveness of the micro-teaching technique in developing the seven identified Hindi-teaching skills, it was found that in the case of each skill,

taken separately in micro-teaching (MT) and traditional teaching (TT), the groups were not significantly different in the pre-test. But their mean scores differed significantly on post-test levels 1 and 2, which established the superior effectiveness of the micro-teaching technique over the traditional teaching technique. (2) The micro-teaching technique was found effective in developing specific Hindi-teaching skills in every possible situation. (3) Similarly, in every situation, in every sample training college, and at all levels, the effectiveness of the micro-teaching technique was found superior in developing Hindi-teaching competency. [MSG 1166]

Sharma, K.D. 1988. **A study of some factors as predictive of high school teachers' responsibility.** Ph.D., Edu. *Agra Univ.*

Problem: It is an attempt to study some factors as predictive of high school teachers' responsibility.

Objectives: (i) To construct and standardise a test to measure the degree of high school teachers' responsibility, and (ii) to identify the factors predictive of high school teachers' responsibility with the help of the above test.

Methodology: In the study 1,000 teachers of both sexes in different schools of Aligarh City were involved. The purposive sampling procedure was followed. M.M. Shah's Aptitude Test and the Teachers' Aptitude Scale for Teaching Profession of R.M. Saraswat were the instruments used in the collection of data.

Major Findings: (1) Attitude, interest and mental ability were factors contributing to teachers' responsibility towards the teaching profession. (2) There was a positive and significant correlation between teachers' responsibility and their attitude, interest and mental ability. (3) There was a positive and significant relationship between attitude towards and interest in the teaching profession. (4) Ability was positively related to attitude towards and interest in the teaching profession. [SS 0830]

Sharma, Narendra Kumar. 1990. **On using the blackboard in classroom teaching.** *Indian Educational Review*, Vol. 25 (2): 65-72.

Problem: The present study tries to highlight the problem of using the blackboard in classroom teaching.

Objective: To highlight the problem of using the blackboard in classroom teaching.

Methodology: On the basis of the personal experience of the researcher as a student and as a teacher, some generalisations related to the use of the blackboard in classrooms were made.

Major Findings: (1) Use of the blackboard in classroom teaching guided by visual dominance, redundancy gain and the mental model. (2) The shoulder of the writing hand should be farther away from the blackboard as compared to the other hand. (3) The written matter should neither be too big nor too small, and should be legible to the back-benchers. (4) Teachers should enjoy writing on the blackboard. (5) It should be possible to retrieve what is written on the blackboard. (6) The blackboard is more than a writing surface; it is a display, a physical extension of the mind. It may prove very effective in micro-teaching and may be used with minor modifications for the teaching of subjects like biology. [TNSB 1481]

Sharma, R.D. and Budhori, K.B. 1991. **Student-teachers, teaching profession and manpower planning.** *Indian Educational Review*, Vol. 26 (1): 121-25.

Problem: The present study is undertaken to find out the factors responsible for selecting teaching as a career.

Objectives: (i) To find out the reasons for seeking admission to the B.Ed. course, (ii) to explore the relationship between sex and reasons, (iii) to find out the effect of marital status on the attitude of male and female students vis-a-vis the teaching profession, (iv) to examine the impact of economic status on the choice of teaching

profession, (v) to study the relationship between age and reasons, and (vi) to study the impact of area (rural and urban) on the choice of the teaching profession.

Methodology: The sample consisted of 291 student-teachers (144 male, 147 female) pursuing their B.Ed. degree course in the constituent and affiliated college of Hemvati Nandan Bahuguna Garhwal University, Srinagar, during the 1987-88 session. The cluster random sampling technique was employed. The Hindi version of the Attitude Scale of Chauhan was used to collect the data and chi-square was used to treat the data.

Major Finding: It was found that the two main factors, immediate solution to the employment problem, and to pass spare time, were responsible for motivating student-teachers. [JPM 1882]

Sharma, Subhash Chandra, 1992. **A critical study of the impact of in-service education on the professional efficiency of teachers of PGT scale working in Kendriya Vidyalayas of Lucknow region.** Ph.D., Edu. *Kanpur Univ.*

Problem: It is an attempt to study the impact of in-service education on the professional efficiency of teachers of PGT scale working in Kendriya Vidyalayas of Lucknow region.

Objective: To investigate the impact of in-service education of teachers in the PGT scale on their professional efficiency.

Methodology: The survey method was adopted in this study. A sample of 60 science postgraduate teachers and a few teachers of the humanities was taken. The tools used were Information Schedule, Questionnaires and Interview Schedule prepared by the investigator. Percentages were calculated and graphical and pictorial presentation was done while treating the data.

Major Findings: (1) Teachers in the age-range of 45 to 60 years or with experience of more than 15 years were having less and unproductive impact of in-service education. (2) Teachers having a lot of non-instructional jobs were not able to justify themselves fully as teachers so far as their teaching responsibilities were concerned. (3) Eighty-five per cent teachers could get their concepts (in their subject) clear through in-service education. (4) Seventy-five per cent teachers got useful reference material during the in-service education course. (5) Eighty-nine per cent teachers could get the opportunity to discuss the syllabus they taught. (6) Seventy-five per cent teachers could find a measurable change in the performance of their students, (7) Eighty per cent teachers felt more confident and competent due to the in-service education courses. (8) 76.5% teachers could find a change in their 'attitudes' due to the in-service education programmes. (9) Seventy per cent teachers could find a measurable change in their behaviour due to the in-service education courses. (10) Only 45% teachers could observe a change in their values as science teachers. (11) Only 35% teachers adopted some new methods of teaching after in-service education. (12) Seventy-five per cent were trained to prepare a question bank for Class XII during the in-service education courses. (13) Regarding the defects in the organisation of in-service education courses, the maximum number of teachers listed common defects such as unsuitability of time, lack of incentives, lack of reference material, lack of expertise, lack of follow-up action, etc. (14) Only 48.33% teachers agreed with what the NPE (1986) says about the in-service education of teachers. [KD 1123]

Sharma, Suman. 1988. **A study of attitudes and frustration in relation to caste, sex and residential area among primary and secondary teachers.** Ph.D., Edu. *Agra Univ.*

Problem: The present study attempts to compare attitudes and frustration in relation to caste, sex and residential area among primary and secondary teachers.

Objective: To compare the attitudes and frustration of primary and secondary teachers in relation to caste, sex and residential area.

Methodology: In the study, 500 teachers from rural schools situated in Aligarh District were involved. The tools used were the Attitude Scale of N. Chauhan, and the Frustration Test of N.S. Chauhan and G. Tiwari. Mean, SD and 't' test were used to treat the data.

Major Findings: (1) Caste had no effect on attitudes. (2) Sex did not affect attitudes and frustration level. (3) Residential area had no effect on attitudes and frustration. (4) There was no effect of caste, sex and residential area on the attitudes and frustration of primary school and secondary school teachers.[SS 0812]

Shashi, Kala. 1989. **Relationship of selected psychological variables with attitude towards teaching of traditional and model school teachers.** Ph.D., Edu. *Panjab Univ.*

Problem: It is an attempt to study the relationship of selected psychological variables with attitude towards teaching of traditional and model school teachers.

Objectives: (1) To find and compare the relationship of personality, intelligence, adjustment, creativity and values with the attitude towards teaching of model and traditional school teachers, and (2) to identify the factor structure underlying the selected psychological variables and the attitude towards teaching of model and traditional school teachers.

Methodology: In the study, 75 model and 85 traditional school teachers teaching Class X were selected randomly from the model and traditional high/higher secondary schools of Ferozepur, Jalandhar and Chandigarh. The tools used were the Group Test of General Mental Ability of Tandon, Torrance's Test of Creative Thinking, Cattell's 16 Personality Factors Questionnaire, Bell's Adjustment Inventory, the Study of Values of Ojha, and the Teacher Attitude Towards Teaching Scale of the investigator. Mean, median, SD, skewness, kurtosis, semi-interquartile, coefficient of correlation, factor analysis, multiple regression equations and step-up regression equations were worked out while treating the data.

Major Findings: (1) The overall profile of the personality of model school teachers with favourable attitude towards teaching characterised the teacher as good-natured, easygoing, emotionally expressive, ready to cooperate, soft-hearted, adaptable, accommodating, highly conscientious and with a practical bent of mind, independent, self-sufficient, resourceful and whose behaviour is mature, unanxious and confident. (2) The traditional school teachers with favourable attitude towards teaching were characterised as emotionally expressive, ready to cooperate, adaptable, accommodating, conscientious, imaginative, self-supporting, resourceful, controlled, socially precise and emotionally stable. (3) Intelligence and values did not correlate significantly with attitude towards teaching in the case of both the samples. Adjustment did not correlate significantly with attitude towards teaching in the case of traditional school teachers, whereas model school teachers with high scores on Teacher Attitude Towards Teaching had good health adjustment, and emotional and occupational adjustments. (4) Model school teachers with high scores on creativity had a favourable attitude towards students and towards teaching whereas the traditional school teachers had a favourable attitude towards professional growth and the educational process. Personality, intelligence, adjustment, values and creativity clustered together in group factors with Teachers Attitude Towards Teaching in both the samples, and the factor structure underlying the measures of these variables differed in the two samples except in the case of intelligence. (5) Personality was found to be a better predictor of teachers' total attitude towards teaching in both the samples. [JNJ 0290]

Shrivastava, Yagyavrat. 1989. **Comparative study of classroom behaviour of accepted and non-accepted teachers by students.** Ph.D., Edu. *Ravishankar Univ.*

Problem: The present study tries to compare the classroom behaviour of accepted and non-accepted teachers by students.

Objectives: (i) To identify the teachers as accepted and non-accepted in terms of pre-specified criteria, and (ii) to describe the classroom behaviour of accepted and non-accepted male and female teachers.

Methodology: A sample of 350 teachers classified as accepted and non-accepted was selected from 54 schools of Raipur Division. To measure the acceptability of teachers by students, an Acceptance Scale was developed by the investigator. The classroom behaviour of the teachers was measured by the modified version of Flanders' Interaction Analysis Technique. Employing categories of Flanders' Classroom Interaction Technique, covering 22 criteria describing the behavioural ratio of accepted teachers, the classroom behaviour of accepted and non-accepted teachers by students was evaluated. Means, SDs, 't' values, and behaviour ratios were used to treat the data.

Major Findings : (1) The accepted and non-accepted teachers differed significantly in the 'narrow questioning' category of FCIT and in the tendency of using closed questions, the tendency of teacher and pupil talk remaining in the same category for a long-time criteria of behavioural ratios only. (2) The male accepted and non-accepted teachers showed a moderate significant difference in the 'practice' of category 'Student Initiation' of FCIT. (3) They also showed highly significant difference in their behavioural ratios for extended 'indirect' vs extended 'direct', but moderate significant difference for TRR, PIR and PSSR. (4) The female accepted and non-accepted teachers did not differ significantly in any category of the FCIT, nor in their behavioural ratio on any of the 22 criteria. (5) There existed no significant difference between the accepted and non-accepted teachers teaching mathematics, languages and social studies; however, those teaching science differed in the 'practice' category of FCIT. Further, the non-accepted language teachers also showed highly significant difference on TQR (8, 9). (6) The accepted and non-accepted science teachers did not differ significantly on any of the 22 criteria of classroom behaviour. [VPS 0863]

Singh, Daljit. 1991. **Creativity and intelligence as correlates of teaching effectiveness of secondary school teachers.** Ph.D., Edu. *Punjabi Univ.*

Problem: The study seeks to determine the relationship of teaching effectiveness with creativity and intelligence and the composite effect of creativity and intelligence on teaching effectiveness in male and female secondary school teachers.

Objectives: (i) To study the relationship of teaching effectiveness with intelligence and creativity among male and female teachers, and (ii) to predict extent of effect of creativity and intelligence on teaching effectiveness.

Methodology: The sample included 150 male and 150 female secondary school teachers of Punjab, selected through the multi-stage stratified random sampling technique. The instruments employed in the study included the Torrance Tests of Creative Thinking—Verbal Form A, the *Samoohik Mansik Yogyata Pariksha* (Group Test of Intelligence) of R.K. Tandon, and the Teacher Effectiveness Scale of Pramod Kumar and D.N. Mutha. Coefficient and correlation, regression lines and their standard errors of estimation, multiple correlation and F-ratio were calculated while treating the data.

Major Findings: (1) Among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intel= ligence. (2) Creativity and intelligence taken jointly were considered better predictors of teaching effectiveness than taken separately. [AK 1854]

Singh, Harminder. 1989. **The effect of training through Flanders' Interaction Analysis Technique on classroom behaviour of in-service secondary school teachers in relation to some presage variables.** Ph.D., Edu. *Panjab Univ.*

Problem: The present study tries to examine the effect of training through Flanders' Interaction Analysis Technique on classroom behaviour of in-service secondary school teachers in relation to some presage variables.

Objectives: (i) To assess whether the training of teachers through FIACS modifies their behaviour or not, (ii) to study whether the teaching subject influences the classroom interaction patterns or not, (iii) to see the effect of qualifications on the modification of the behaviour of teachers, (iv) to examine whether personality traits (extraversion-introversion) influence the classroom behaviour of teachers or not, (v) to study whether the achievement of students is affected by the teaching behaviour of the teacher, (vi) to ascertain the role of teaching experience in modification of behaviour of the teachers, and (vii) to compare the students' liking towards their teachers having different classroom interaction patterns.

Methodology: The study had an experimental design in which the sample was raised by the multi-stage stratified random sampling technique. Six schools were randomly selected, from which 20 science and 20 social studies teachers were randomly selected. Ten teachers from each group were assigned to the control group, and the others to the experimental group. Next, two science and two social studies teachers (one each belonging to the direct and indirect category of teaching behaviour) were selected and the students taught by these teachers formed the student sample. The tools used were Flanders' Interaction Analysis Technique (FIAT), Eysenck's Maudsley Personality Inventory—the Hindi version of S. Jalota and S.D. Kapoor, the Achievement Tests in science and social studies, developed by the investigator, and the Student's Liking Scale (SLS) of S.P. Malhotra and B.K. Passi. Mean, median, SD, skewness, kurtosis, 't' ratio, analysis of variance and median test were employed while treating the data.

Major Findings: (1) Teachers trained in FIAT became indirect in their teaching behaviour, whereas teachers without training remained direct in their teaching behaviour. (2) Science teachers were found to be more indirect in their teaching behaviour than social studies teachers, irrespective of the treatment, which may be due to nature of the subject. (3) Postgraduate trained teachers were more indirect in their teaching behaviour than social studies teachers irrespective of the treatment; this may be due to the nature of the subject. (4) Teachers with fewer number of years in service were indirect in their teaching behaviour as compared to teachers who had put in more years of service. (5) Extravert and introvert teachers did not differ in their teaching behaviour patterns significantly. (6) Students taught by indirect teachers achieved significantly more and showed greater liking for their teachers than students taught by direct teachers. [JNJ 0287]

Singh, Prabhakar. 1988. **Teaching behaviour of science teachers: A factorial study.** *Indian Educational Review*, Vol. 23 (4): 18-29.

Problem: The study addresses the problem of teaching effectiveness through factor analysing the teaching behaviour.

Objective: To study the problem of teaching effectiveness through factor analysing the teaching behaviour.

Methodology: The sample constituted 60 science teachers (30 male and 30 female) randomly selected from 20 secondary schools of Varanasi region, three each representing the urban and the rural schools equally. The number of mathematics, physical science and biological science teachers was also equal. The instruments employed were the Teaching Behaviour Observation Schedule (TBOS) developed by the

investigator and an audio tape-recorder to record teachers' verbal behaviours. Factor analysis was used in the treatment of the data.

Major Findings: (1) The 10 skills of science teachers—Blackboard Writing, Questioning, Introduction, Reinforcement, Summarisation, Using Teaching Aids, Explanation, Illustration with Examples, Attending Difficulties and Guiding Students, and Maintaining Classroom Discipline—were identified as sharing 82.3% of the total variance. (2) On the teaching behaviour, all the teaching skills (teaching behaviours) could be used for the teaching of social sciences and languages as well. (3) Teaching skills like demonstration of experiments and stimulus variation—especially useful in science teaching—did not emerge due to lack of representation of related component teaching behaviours in TBOS. [JPM 1416]

Singh, R.P. and Das, M. 1989. **Attitudes of teachers towards creative learning and teaching.** *Indian Educational Review*, Vol. 24 (2): 120-23.

Problem: The study has attempted to assess the attitudes of teachers of pre-higher secondary, higher secondary and post-higher secondary stages towards creative learning and teaching in order to ascertain whether they have favourable attitudes towards creative learning and teaching.

Objective: To study the attitudes of teachers of pre- and post- higher secondary stages towards creative learning and teaching in order to ascertain their attitude towards creative learning and teaching.

Methodology: Using the purposive sampling technique. 180 teachers from two junior high schools, four high schools, four higher secondary schools, and two PG colleges of Agra comprised the sample. Using the revised scale entitled Opinions on Creative Learning and Teaching of Torrance and Phillips, the relevant data were collected. Using the percentage analysis, the collected data were analysed.

Major Findings: (1) It was found that 90% of the pre-higher secondary and 84% of the higher secondary teachers tended to have unfavourable attitudes towards creative learning. (2) Pre-higher secondary and higher secondary teachers tended to have unfavourable attitudes towards creative teaching. But this was not so in the case of post-higher secondary teachers. [SPr 1435]

Singh, S.K. 1988. **A study of the relationship between verbal interaction of teachers in class and attitude towards teaching.** Ph.D., Edu. *Univ. of Gorakhpur.*

Problem: The study aims at developing a category system for systematic observation of teachers and determinig the relationship between observed behaviours and measures of teachers' attitude.

Objective: To develop a category system for the systematic observation of teachers and for determining the relationship between observed behaviours and measures of teachers' attitude.

Methodology: The sample consisted of 500 B.Ed. students (250 male and 250 female) selected from the training colleges of Gorakhpur University. All the pupil-teachers taught their lessons through the question-answer method, but variables such as academic qualifications, recency of training and knowledge of theory and practice were not controlled. The tools used were, the Minnesota Teacher Attitude Inventory and the Flanders' Interaction Analysis Category System (FIACS). Percentages and correlations were used to treat the data.

Major Findings: (1) Indirect influence, pupil talk, indirect-to-direct ratio, pupil initiation ratio, teacher response and question ratios appeared to be significantly related to attitude towards teaching in male and female groups, teaching-subject groups, and teaching classes. (2) There was a significant relationship between attitude towards teaching and classroom verbal interaction of student-teachers at the secondary level. (3) Lecturing, criticising and justifying

authority, direct influence and restrictiveness were found to be negatively correlated with attitude towards teaching in male and female groups and in language, social studies, science and mathematics groups. (4) Pupil talk and pupil initiation ratio were found to be associated with attitude towards teaching in male and female groups, teaching subject groups and teaching classes. (5) Teacher response ratio, teacher question ratio, and instantaneous teacher response and question ratios were found to be related to attitude towards teaching. (6) Restrictions, restrictive feedback and negative authority were found to be negatively associated with attitude towards teaching. (7) Teachers' talk was found to be independent of attitude towards teaching at any level. [BKS 1725]

Singh, Satyanarayana K. 1987. **A study of the effect of remedial instructional micro-teaching course on the instructional competence of in-service primary school science teachers.** Ph.D., Edu. *Karnatak Univ.*

Problem: The study addresses the problem of evaluation of the remedial instructional micro-teaching course on the instructional competence of in-service primary school science teachers.

Objectives: (i) To devise a remedial instructional micro-teaching (RIM) course for improving primary school science instruction, and (ii) to evaluate its effectiveness.

Methodology: Out of 25 teachers who were found to be weak in the skill of probing-questioning and demonstration, only 22 teachers were selected for the study. Remedial instructional micro-teaching course material was used to strengthen the two weak skills. The duration of the entire experimental treatment was 10 days at the rate of six hours a day. The effectiveness of the course was tested by computing pre-treatment scores with immediate post-treatment scores and delayed post-treatment scores by using the 't' test.

Major Findings: (1) The RIM course was effective in improving the skill of probing-questioning and demonstration, but not effective in improving the skill of explaining and illustrating with examples. (2) RIM carrse was effective in improving the skill of probing questioning of both more and less experienced teachers. (3) Teachers sustained the science instructional competence strengthened by the RIM course even six weeks after the training. [KR 0587]

Singh, Triveni. 1988. **A study of teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers.** Ph.D., Edu. *Avadh Univ.*

Problem: The present study tries to investigate the teaching efficiency of secondary school teachers in relation to their job satisfaction and socio-economic status, and also to study the construction of a teaching efficiency scale.

Objectives: (i) To study the relationship between teaching efficiency and job satisfaction of secondary school teachers, (ii) to study the relationship between teaching efficiency and socio-economic status of secondary school teachers, (iii) to study the relationship between of satisfaction and socio-economic status of secondary school teachers, (iv) to compare the teaching efficiency of secondary school teachers working in rural and urban areas, (v) to compare the teaching efficiency of trained and untrained secondary school teachers, (vi) to compare the teaching efficiency among secondary school teachers having teaching experience up to 5 years, 6 to 10 years and more than 10 years, and (vii) to compare the teaching efficiency of male and female secondary school teachers.

Methodology: The sample of the study consisted of 300 secondary school teachers (200 male and 100 female) and 1,500 students (1,000 boys and 500 girls) of Class X from the Faizabad region. Each teacher was rated by his own five students. The data was collected using the Job Satisfaction Questionnaire of Kumar and Mutha,

the Socio-economic Status Scale of Kulshreshtha and the self-developed Teaching Efficiency Scale. Product-moment correlation and analysis of co-variance were used while treating the data.

Major Findings: (1) A positive relationship existed between teaching efficiency and job satisfaction, and teaching efficiency and socio-economic ratios of secondary school teachers. (2) A positive relationship existed between job satisfaction and the socio-economic status of secondary school teachers. (3) The teaching efficiency of rural and urban trained and untrained secondary school teachers did not differ significantly. (4) The teaching efficiency of male and female secondary school teachers differed significantly. (5) The female teachers were found to be more efficient than male teachers. (6) The teaching efficiency of secondary school teachers, having different ranges of teaching experience—up to 5 years, 6 to 10 years, and more than 10 years—did not differ significantly. [RSSu 0857]

Sirohi, M.S. 1991. **Feedback study of mass orientation of teachers of Meerut region.** Independent study. *National Council of Educational Research and Training.*

Problem: It attempts to assess the mass orientation of teachers of Meerut region.

Objectives: (i) To assess the extent of the implementation of the programme of mass orientation of teachers, (ii) to know the limitations and the factors affecting the implementation of the programme, and (iii) to provide information to the State educational agencies and the NCERT to implement the scheme effectively.

Methodology: Using the purposive sampling technique, 18 teachers of both sexes were taken from three institutions. The data were collected through the interview technique with six lead questions. One teacher at a time was interviewed but in the end he/she was given a sheet of paper with the request to note down whatever was discussed during the interview. Qualitative analysis of the responses was resorted to.

Major Findings: (1) The training did not reach anywhere near the teachers' expectations. (2) The months and hours of working everyday were not appreciated by most of the teachers. (3) The amount of material included in the modules was felt to be too large to implement in the schools. (4) 'Old wine in new bottles' was the expression of many of the teachers regarding the programme. (5) Casteism and reservation are the opposite of each other but the NEP promise to embrace both at the same time. (6) Physical training, physical education and socially useful productive work got an appreciable place in the teachers' opinions. [DFSEC 1838]

Sohoni Chitra, R. 1992. **An experimental investigation of the development of problem-solving skills in student-teachers of a B.Ed. college in Pune, through a special training programme.** Ph.D., Edu. *Shreemati Nathibai Damodar Thackersey Women's Univ.*

Problem: The present study tries to develop a training programme for the student-teachers to develop their problem-solving skills, so as to facilitate their transferring these skills to their students.

Objectives: (i) To develop a training programme for the development of problem-solving skills, (ii) to implement the training programme, (iii) to study the effect of the training programme on the development of problem-solving skills in the student-teachers, (iv) to study the effect of the training programme on the development of creativity in the student-teachers, (v) to study the effect of graduation in different faculities on the development of problem-solving skills, and (vi) to study the effect of teaching experience of the student-teachers on the development of problem-solving skills.

Methodology: The study had a randomised post-test-only control group design with two co-variates—intelligence and creativity. The sample consisted of 116 Marathi-medium student-

teachers from SNDT College of Education, Pune. The sample was further divided into control and experimental groups of equal size, randomly. The tools used were, Raven's Standard Progressive Matrices, the Marathi version of the Torrance Test of Creative Thinking—Verbal From A, and the Test of Problem-solving Skills developed by the researcher. Analysis of variance, analysis of co-variance and Scheffe's Test were used for the analysis of the data.

Major Findings: (1) The mean scores of the experimental group on the problem-solving skills were highly significant as compared to those of the control group. (2) The gain of the mean scores of the experimental group on the creativity test was highly significant as compared to the mean scores of the control group. (3) The mean scores of the experienced and inexperienced student-teachers did not differ significantly. (4) The mean scores of the student-teachers belonging to different faculties of graduation, such as arts, commerce and science, did not differ significantly. (5) The student-teachers appreciated the various aspects of the training programme and they were highly motivated to implement these in the schools. [AGB 1284]

Somneuk, S. 1989. **A study of teacher education programme for rural development in Thailand.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: This study is designed to evaluate the project 'Teacher Education Programme for Rural Development' launched by the Ministry of Education, Thailand, under its Five Year National Development Plans.

Objective: To study the Teacher Education Programme for Rural Development (TERD) project in terms of (a) its historical evolution, (b) its course content, planning, organisation and implementation, and (c) its impact and limitations through the perception of functionaries and beneficiaries.

Methodology: The sample consisted of rectors, vice-rectors, directors of the project, staff of teachers' colleges, teacher trainees, students, headmasters and cooperating teachers of the selected community schools and village chiefs of the concerned area. The data were also gathered from relevant official documents, records of teachers' colleges and cooperating schools. The instruments employed included interview schedules, questionnaires and opinionnaires. Percentiles and chi-square test were computed while treating the data.

Major Findings: (1) The majority (61.5%) of the respondents found the content-matter of TERD quite relevant; various personnel possessed the required educational qualifications, but lacked orientation, experience and skill in carrying out the activities; lack of physical facilities also hindered implementation. (2) The TERD project was instrumental in bringing about rural development as the concerned schools became known as community centres. (3) Villagers gained confidence, social awareness and a desire for change. (4) The teacher trainees gained the required knowledge and skills not only in teaching but also in social service. [MSY 0902]

Srinivasan, V. 1992. **Personality traits of primary school teachers and their attitude towards teaching.** M.Phil., Edu. *Annamalai Univ.*

Problem: The study intends to explore the personality traits of primary school teachers in relation to their attitude towards teaching and other personal variables such as sex, community, experience and the type of management in which they are working.

Objectives: (i) To study the measure of attitude and personality of primary school teachers of different categories based on sex, community, experience and the type of management of the institution, (ii) to find out the difference in attitude of primary school teachers towards teaching based on sex, experience, community and type

of management, and (iii) to analyse the difference in personality traits of primary school teachers in respect of sex, community, experience and the type of management of the institution.

Methodology: The sample consisted of 270 primary school teachers selected by a stratified random sampling technique from government and aided schools in the Cuddalore Educational District. The tools used were, the Personal Information Schedule, the Teachers' Attitude Scale standardised by the investigator, and the Multivariable Personality Inventory of B.C. Muthayya. Mean, SD, 't' test, product-moment correlation and graphic methods were used in the treatment of the data.

Major Findings: (1) Age, sex, teaching experience and community did not significantly affect the attitude of the teachers towards teaching. (2) Government school teachers differed significantly from aided school teachers with regard to their attitude towards teaching. Women teachers differed significantly from men teachers with respect to lack of empathy, neuroticism and introversion. (3) Government school teachers differed from aided school teachers with regard to the empathy and neuroticism traits. (4) Significant differences were noticeable in the case of teachers belonging to forward and backward communities; the forward community and the scheduled community; the backward community and the scheduled community, in respect of the pessimism personality trait, and teachers having long periods of service and shorter periods of service differed significantly in respect of their self-confidence, dogmatism and need-achievement traits. (5) While the attitude of male teachers was positively correlated with empathy, ego ideal and neurotic traits of personality, it was negatively correlated with other personality traits. (6) While there was positive correlation between the attitude of government school teachers and their personality traits such as empathy, ego ideal and neuroticism, it was negatively correlated with personality traits. [MDa 1399]

Srivastava, Madhu Bala. 1989. **The impact of the teacher education programme of Lucknow University on pupil-teacher's attitude and teaching efficiency.** Ph.D., Edu. *Univ. of Lucknow.*

Problem: It is an attempt to study the impact of Teacher Education Programme of Lucknow University on 'Pupil-Teachers' Attitude and Teaching Efficiency.'

Objectives: (i) To find out the change in teacher attitudes, teacher aptitude and teaching efficiency of B.Ed. students after the completion of training, (ii) to compare the teacher attitude, teacher aptitude and teaching efficiency of B.Ed. students in respect of sex difference, different teaching subjects, different academic qualifications and different teaching experiences, and (iii) to find out the correlation between teaching efficiency and achievement in the theory papers of the training programme.

Methodology: The single-group pre-test–post-test design was adopted for this study. The total number of pupil-teachers admitted in the B.Ed. course of the Department of Education, Lucknow University, and in the five associated degree colleges, during the session 1984-85, constituted the sample for this study. The number was 500. The tools used for data collection included the Minnesota Teacher Attitude Inventory—Indian adaptation of S.K. Singh, the Aptitude Test for Secondary School Teaching of M.M. Shah, the Baroda General Teaching Competency Scale (BGTC) developed by B.K. Passi, and the Teaching Efficiency Rating Scale developed by the investigator. Academic achievement was noted from the office records. Mean, SD, 't' ratios, coefficient of correlation and partial correlation were used to treat the data.

Major Findings: (1) Most of the trainee groups changed their teacher-attitude positively and significantly after training. (2) The experienced male trainees did not show any change in their teacher-attitude. (3) There was no significant change in the teacher-aptitude of the male

postgraduate student-teachers and the experienced female trainees as a result of the training. (4) All the trainees showed significant and appreciable improvement in their classroom teaching performance. (5) After the completion of the training, the females showed better teacher-attitude and aptitude than the male trainees. Male trainees showed better teaching efficiency than female trainees, and the trainees teaching social sciences showed better teaching efficiency than those teaching science and mathematics. (6) Excepting the fourth paper 'Secondary school organisation', all other theory papers had positive and significant correlation with teaching efficiency. [RJS 0687]

Sultana, Afroz. 1988. **A study of the modification of behaviour of pupil-teachers of science through micro-teaching approach, with special reference to Gorakhpur University.** Ph.D., Edu. *Univ. of Gorakhpur.*

Problem: It attempts to study the effect of micro-teaching approach on the behaviour modification of pupil teachers of Gorakhpur University.

Objectives: (i) To assess the modification of behaviour of pupil-teachers of science through the micro-teaching approach, and (ii) to study the attitude of pupil-teachers towards the micro-teaching approach.

Methodology: The single group pre-test and post-test design was selected for the study. The sample, consisting of 60 pupil-teachers of science, was taken randomly out of 150 B.Ed. students studying in the training colleges of Gorakhpur University in the sessions 1984-85 and 1985-86. The instruments employed included a check-list for identification and selection of skills, observation and evaluation sheets for skills, the Baroda General Teaching Competence Scale and the Attitude Towards Micro-teaching Scale constructed by the researcher. Mean, SD, and 't' test were used to treat the data.

Major Findings: (1) The skills of introducing a lesson and questioning, probing-questions and experimentation, each skill having 10 pupil-teachers, were significant, which meant that after getting feedback these teachers changed their behaviours towards teaching during micro-teaching. (2) The skill of reinforcement and increasing pupils' participation, however, was not significant at any level. (3) There was a remarkable change in the behaviour of pupil-teachers of science on the skill of experimentation. (4) Only 41 out of 60 teachers significantly changed their behaviour during the micro-teaching approach. (5) A significant change in behaviour occurred for the female rather than the male pupil-teachers of science. (6) Modification of behaviour occurred for all pupil-teachers of physics, chemistry, biology and mathematics. [BKS 1726]

Taneja, S.R. 1988. **A study of the relationship between creativity, sense of humour and self-concept among secure and insecure female teacher-trainees.** Ph.D., Edu. *Agra Univ.*

Problem: It attempts to study the relationship between creativity, sense of humour and self-concept among secure and insecure female teacher-trainees.

Objectives: (i) To find out the relationship between the creativity of teacher-trainees with selected variables like sense of humour, self-concept, and feeling of security, and (ii) to study the interactions among all these variables.

Methodology: The study was a normative survey. Four hundred teacher-trainees of different colleges of Agra City were involved. The tools used comprised the Creativity Test of B.K. Passi, the Human Test of B.C. Muthayya, the Self-concept Test of Dymond and the Security-Insecurity Test of H.M. Singh.

Major Findings: (1) Creativity was positively related to sense of humour and self-concept, but not related to feeling of security of the teacher-trainees. (2) Self-concept was positively related to feeling of security of the teacher-trainees. There

was an interaction among all selected variables. [SS 0809]

Tapodhan, H.N. 1991. **A study of professional attitudes of secondary school teachers of Gujarat State.** Ph.D., Edu. *Gujarat Univ.*

Problem: The present study tries to assess the professional attitudes of secondary school teachers of Gujarat State.

Objectives: (i) To construct and standardise an attitude scale for secondary school teachers (ASSST) of Gujarat State, and (ii) to study the professional attitudes of teachers in relation to various variables like sex, area, caste, qualification, type of school, marital status, various faculties of education, age and experience.

Methodology: In this normative survey, 224 schools were selected from all the 19 districts of Gujarat. From these schools, 1,644 male teachers and 942 female teachers were selected, which was representative, proportionate and voluntary, drawn from all the three faculties (arts, commerce and science graduate teachers). A Likert-type attitude scale was constructed and standardised by the investigator. After carrying out pre-pilot and pilot studies, teachers from 40 schools were selected. After item analysis by the method suggested by Allen Edward, the final tool comprised 30 statements.

Major Findings : (1) Sex, area (urban/rural) and caste (BC/non-BC) had a main effect on professional attitudes, while qualification had no effect. (2) Area, sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level. (3) Area and caste; area and qualification; caste and qualification as well as sex, area, and caste; sex, area, and qualification had no significant interaction effect on professional attitudes. [JHS 0728]

Tassew, Zewdie Mekuria. 1992. **Classroom verbal behaviour of teacher-trainees in Ethiopia in relation to their intelligence, self-concept and attitude towards teaching.** Ph.D., Edu. *Panjab Univ.*

Problem: It attempts to study the problem of the classroom verbal behaviour of teacher-trainees in Ethiopia in relation to their intelligence, self-concept and attitude towards teaching.

Objectives: (i) To study the salient features of the patterns of classroom verbal behaviour of science teacher-trainees of Addis Ababa University, and (ii) to investigate the extent of the impact of the presage variables of intelligence, self-concept and attitude towards teaching upon classroom verbal behaviour.

Metnodology: The total trainees' sample was 650 but the effect of presage variables was studied on 120 subjects. The tools used included Flanders' Interaction Analysis, Raven's Standard Progressive Matrices, Deo's Personality Word List, and Ahluwalia's Teacher Attitude Inventory. Frequency charts, mean, SD, percentages, product-moment correlation coefficient, interaction matrices, computation of indices, Scott's coefficient of correlation and analysis of variance were employed to analyse the data.

Major Findings: (1) The science teacher-trainees were found to be very talkative. (2) Most of the classroom verbal interactions were limited to the question-response pattern and silence and confusion. (3) The flexibility in communication was observed to be higher in the classes of female teacher-trainees. (4) Female teacher-trainees exterted extended direct influence more than male science teacher-trainees. The interaction effect of intelligence, self-concept and attitude was found to be significant upon I/D, ITT, PT and SC. (5) The interaction between levels of intelligence and types of attitude towards teaching was non-significant. [JNJ 1253]

Tawde, Snehal. 1991. **An intra-cultural study comparing the relative effectiveness of three**

instructional programmes based on three different modes of representation, as proposed by Bruner, on the acquisition of mathematical concepts by children of age 11+ belonging to different socio-cultural groups in Maharashtra. Ph.D., Edu. *Shreemati Nathibai Damodar Thackersey Women's Univ.*

Problem: The study attempts to compare the relative effectiveness of three instructional programmes, based on three different modes of representation, on the acquisition of mathematical concepts among children of 11 + years of different socio-cultural groups in Maharashtra.

Objectives: (i) To prepare instructional material to train students through different modes, (ii) to prepare a test to evaluate the achievement of students, and (iii) to compare the scores of three different groups with a view to make an inter-cultural comparison of the three different groups in terms of their attainment of mathematical concepts.

Methodology: The design of the study was a 3x3 factorial design. The students were selected from three different cultural groups such as Adivasi, rural and urban. There were three modes of representation, such as Enactive, Ikonic, and Symbolic. In each of the nine groups there were 20 students. The students were chosen on the basis of pre-test and were randomly assigned to each treatment. The dependent variable was acquisition of subject-matter as measured by a post-test based on units taught during the experiment. The obtained data were anaylsed by analysis of variance, followed by the Scheffe's test.

Major Findings : (1) With respect to the achievement of mathematical concepts of different groups, the urban group was superior to the rural group which, in turn, proved to be superior to the Adivasi group. (2) All the methods were found to be effective in all the three groups. However, in the case of the Adivasi group, the Ikonic method was predominant; in the rural group the Enactive method was found to be effective; and in the urban group all the three methods were equally effective. (3) Though students were able to learn through any one of these methods, it was found that while expressing the knowledge there were differences with respect to different modes. [AGB 0029]

Thakur, S.K. 1988. **Assessing teaching behaviour through personality characteristics.** *Indian Educational Review*, Vol. 23 (1): 7-15.

Problem: The present study attempts to analyse the relationship between teacher's personality and teaching behaviour.

Objectives: (i) To see whether teachers' personality is the source of teaching behaviour, and (ii) to examine the relationship between the personality of teachers and their teaching behaviour.

Methodology: Two groups of 50 teachers each who showed distinct interactional patterns, designated as 'direct' and 'indirect', were selected and then their personality structure differences were studied. In the course of the study, more than 200 teachers were observed in the live classroom situation thrice for a period of 20 minutes each using the Flanders' Interaction Category (FIAC) system. Their interaction patterns were analysed through 10x10 matrices and interactional variables as envisaged by Flanders. The two contrasted groups of teachers were drawn on the basis of statistical cut and then values for each interactional variable were calculated. Each teacher of the two groups was administered Cattells' 16 PF test which was scored. A factorial study using the principal axis method and varimax rotation were conducted for each group of teachers separately.

Major Findings: (1) The rotated and unrotated factor matrices for each group indicated that the factor structure for 'direct' and 'indirect' teachers was unique. (2) The study concluded that the personality of the teachers could account for the assessment of teaching behaviour. [SP 1923]

Tiwari, Lalit Mohan. 1989. **Authenticity and dogmatism in the prospective teachers of Rajasthan.** Ph.D., Edu. *Univ. of Rajasthan.*

Problem: It is an attempt to study the authenticity and dogmatism among the prospective teachers of Rajasthan.

Objectives: (i) To measure authenticity and dogmatism in prospective teachers, (ii) to investigate their relationship, and (iii) to compare the dogmatism and authenticity between male and female teachers, SC and ST teachers, science, arts and commerce teachers, and teachers belonging to different geographical locales.

Methodology: The study was a descriptive research. The survey method was used. The Dogmatic Scale (Milton Rokeach) and an Authenticity Scale developed by the researcher were the instruments employed in this survey. Two hundred and twenty-two prospective teachers, including 179 males and 43 females, were taken as a sample.

Major Findings: (1) It was found that 61.86% of the prospective teachers were authentic. (2) Male and female teachers did not differ in authenticity. SC and ST prospective teachers were less authentic. (3) The majority of the prospective teachers were dogmatic and sex did not determine the extent of dogmatism in a person. (4) Dogmatism in prospective commerce teachers was higher than that of other subject teachers. Caste did not play a part in making a person dogmatic. There was a negative relationship between authenticity and dogmatism. [JKS 0704]

Uniyal, B.P. 1992. **A study of student-activism in relation to psycho-social characteristics of graduate students.** Ph.D., Edu. *Hemvati Nandan Bahuguna Garwhal Univ.*

Problem: The present study tries to examine the relationship of student-activism in relation to psycho-social characteristics of graduate students.

Objective: To investigate the relationship of student-activism to students' intelligence, interest, achievement motive and family climate.

Methodology: Out of 10 colleges of Garhwal University, one college from each area was selected by the lottery system and random sampling was applied to their classes to select a class from every faculty to investigate activist students proportionately from the total sample of the population. The study was confined to male students. An activism-scale was constructed by the researcher following the criterion of construction of a standardised test. For other variables of investigation, the Intelligence Test of Tondon, the Interest Record of R.P. Singh, the Achievement Motivation Scale of Bhargava and the Family Climate Scale of Beena Shah were used. Mean, SD and 't' test were used to treat the data.

Major Findings: (1) Student-activism was significantly correlated with intelligence, scientific interest, mechanical interest, clerical interest, outdoor interest, composite environment and family climate, whereas the same results could not be estimated for rural-urban background separately. (2) On business interest, an insignificant relationship existed between activists and non-activists on different types of locale as well as for composite environmental effect. [KBB 0546]

Vasudev, Gopal Krishan. 1990. **The study of verbal behaviour of teachers in relation to democratic attitude and personality.** Ph.D., Edu. *Panjab Univ.*

Problem: It attempts to study the verbal behaviour of teachers in relation to democratic attitude and personality.

Objective: To study the effect of personality, and democratic attitude, and the interactive effect of the two on the following behaviours: Total Teacher Talk Behaviour Ratio (TTB); Indirect Teacher Talk (ITT); Direct Teacher Talk (DTT);

Pupil Talk (PT); Silence and Confusion (SC); Indirect Teacher Talk to Direct Teacher Talk Ratio (ID); Pupil Initiative Ratio (PIR); Teacher Response Ratio (TRR); Teacher Question Ratio (TQR); Content Cross Ratio (CCR); Vicious Circle (VC); Pupil Steady State Ratio (PSSR); Instantaneous Teacher Response Ratio (ITRR); Instantaneous Teacher Question Ratio (ITQR); Steady State Ratio (SSR); Sustained Acceptance, Question, Restrictiveness, Restrictive Feedback, Negative Authority and Praise.

Methodology: The research work had an experimental design. The sample consisted of 22 social science teachers from high and higher secondary schools. It was a non-probability cluster sample. The tools used comprised an Attitude Scale developed by the investigator, the Eysenck and Maudsley Scale revised by Jalota and Kapoor, Ned Flanders Category System. The two-way analysis of variance technique was used in the treatment of the data.

Major Findings: (1) In Indirect Teacher Talk, Pupil Talk Ratio, Indirect/Direct Teacher Talk Ratio and Instantaneous Teacher Question Ratio, the high group on democratic attitude was higher than the low group on democratic attitude. (2) In Direct Teacher Talk, the low-democratic-attitude group was higher than the high-democratic group. (3) With respect to the remaining behavioural ratios, there were no significant differences between the high and the low groups. (4) Teachers in the various personality groups did not exhibit significant differences with respect to the behavioural ratio, except for the ratio pertaining to restrictiveness. (5) Low-democratic, introverted, neurotic teachers talked significantly more in their classes as compared to the high-democratic extraverted stable ones. Hence, the verbal behaviour of the teacher was practically independent of the personality of the teacher. [JNJ 0301]

Vyas, J.C. 1991b. **Effectiveness of performance of teachers trained under the Programme of Mass Orientation of School Teachers.** Independent study. *Udaipur: State Institute of Educational Research and Training,*

Problem : It is an attempt to study the effect of the Programme of Mass Orientation of School Teachers (PMOST) on school teachers.

Objective: To study the effectiveness of the performance of teachers trained under the PMOST.

Methodology: The sample consisted of 30 male and 20 female teachers trained under the PMOST. Twenty-two teachers were from primary-urban areas, and 28 from rural areas; 14 from primary schools; Twenty-two from upper primary schools; and 14 from the secondary schools of Udaipur, Bhilwara and Dungarpur districts of the State of Rajasthan. Fifty untrained teachers of nearby schools or of the same schools having the same qualifications, experience and sex were selected for the sample for comparison. Two hundred students were also taken for the sample. The instruments used were a questionnaire, an interview schedule, a classroom-teaching observation schedule, a record observation schedule, and an interview schedule. Percentages and averages were calculated while treating the data.

Major Findings: (1) The performance of the teachers trained under the PMOST was found to be better than those who were not trained under the PMOST in the following areas: child-centred teaching, motivation and inquiry skills, efforts regarding improvement of subject, use of mass media, cooperation in school, organisational and co-curricular activities, efforts for the education of the deprived-group children, efforts regarding national intergration, international understanding and value-oriented education, efforts for talented and slow learners, and community participation. (2) So far as comprehensive and continuous evaluation was concerned, the performance of the teachers trained under the PMOST was found to be lower than that of those who were not trained under the PMOST. (3) Among 126 points related to all the above

areas, the performance of trained teachers in 92 was positive; it was negative in 26; and in 8 (6.3%) it was equal in comparison to the performance of those who were not trained under the PMOST. [JCV 0881]

Walia, K. 1992. **Secondary teacher education programmes in northern India: An evaluative study.** Ph.D., Edu. *Jamia Millia Islamia.*

Problem: This study addresses the problem of curriculum of teachers' education at the secondary level. It seeks to discover the weaknesses and dysfunctionality of the curriculum and practices at this level of teacher education.

Objectives: (i) To study the curriculum of teacher education at the secondary level, (ii) to discover the weaknesses and dysfunctionality of the curriculum and practices at this level of teacher education, and (iii) to work out a functionally useful teacher education programme for the country.

Methodology: The syllabi of 17 universities of six northern States of India were collected and analysed. A questionnaire was constructed to seek opinions on teacher education. Sixty filled-in questionnaires were received and they provided the data for this study.

Major Findings: (1) The curriculum of secondary teacher education lacked uniformity and clear-cut definition. (2) The majority of teacher education institutions had late defective admission criteria and late admissions. (3) Provision for the optional/specialisation paper ranged from four to 39 papers in different universities, out of which only one paper was to be selected. (4) A four-year teacher education programme was preferred to the the existing one-year B.Ed. programme. [SPR 0606]

Yadav, Ghamandi Lal. 1992. **Impact of teacher training on certain personality characteristics of trainees.** Ph.D., Edu. *Agra Univ.*

Problem: It attempts to study the self-concept, social maturity and attitude of teachers before and after teacher training.

Objectives: (i) To compare the self-concept of teacher trainees before and after the teacher training programme, (ii) to compare the social maturity of teacher trainees before and after the training programme, and (iii) to compare the attitude of teacher trainces towards teaching profession before and after the training programme.

Methodology: The study was longitudinal. In the first phase the sample was 383, in the second phase it was 400, the candidates present in both the phases were 300. So the total sample included 300 teacher trainees. The tools used in this survey included the Self-concept Inventory of R.P. Bhatnagar, the Social Maturity Scale of Nalini Rao, and the Teacher Attitude Inventory of S.P. Ahluwalia. Mean, SD and CR were used in the treatment of the data.

Major Findings: (1) All the dimensions of self-concept increased through teacher training except the feeling of inadequacy which decreased through this programme. (2) Social maturity of the teacher-trainees increased in all the dimensions except for self-direction, personal adequacy and enlightened trust. (3) The teachers' training had a significant influence on their self-concept, social maturity and attitude towards the teaching profession. [SS 1353]

Yadav, M.S. et al. 1983. **Institutionalisation of an innovation: An experience in teacher education.** Independent study. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: This study was meant for developing and implementing an innovative instructional strategy in teacher education and institutionalising the innovation for teachers' educational evaluation at the B.Ed. level.

Objective: to evolve an innovative practice to

enhance the efficiency and effectiveness of the instructional work in B.Ed. for teaching the compulsory course 'Educational Evaluation', (ii) to implement and adopt the evolved strategy as a part of regular instructional work at the centre of M.S. University of Baroda for teaching Educational Evaluation at the B.Ed. level.

Methodology: The investigation had an experimental design. A sample of 69 B.Ed. students was selected and matched on the basis of their academic qualifications and teaching experience. They were divided into two groups. The first group consisting of 35 students formed the experimental group, and the other, consisting of 34 students, formed the control group. The experimental group was exposed to PLM, discussion, library and practical work but the control group was taught only by the lecture method. The tool used for the study included the unit tests which were administered to both the groups. The data were analysed qualitatively as well as using mean, SD and 't' test.

Major Findings: (1) A package of software materials for the four components, viz. PLM, library work, discussion and practical work, was developed in the printed form. (2) A set containing a specimen unit and comprehensive test was prepared. (3) A question bank, consisting of 403 items classified in terms of objectives and item types was developed for each unit separately. (4) An observation schedule to assess the participatory characteristics of the students during the discussion sessions was developed. (5) A framework for imparting remedial instruction was developed. (6) The experiment also explored the academic suitability as well as the administrative feasibility of adopting the practice in the regular training programme. [MSY 0921]

Also See

Anantha Krishnan, Janaki. 1988. **Who go to colleges of education? : A comprehensive study of the socio-economic and educational background of students of selected B.Ed. courses in Pune—1986-87.** M.Phil., Edu. *Univ. of Poona* [LHB 0068] (See in Chapter 17.)

Ashai, Yasmeen and Mohite, P. 1989. **Establishing norms for the teacher's rating scale.** *Indian Educational Review*, Vol. 24(4): 60-67. [SPr 1452] (See in Chapter 35.)

Asija, Ranveer Pratap. 1990. **Teaching competence as related to development of skills specific to teaching and biology through micro-teaching among prospective secondary school teachers.** Ph.D., Edu. *Panjab Univ.* [JNJ 0296] (See in Chapter 23.)

Babu, M.A. 1990. **History of teacher education in Kerala state 1956-76.** Ph.D., Edu. *Univ. of Calicut.* [KSP 0554] (See in Chapter 4.)

Behera, S.C. 1990. **An investigation into the impact of educational television programmes on the competency of teachers of the elementary schools.** Ph.D., Edu. *Utkal Univ.* [KCP 0404] (See in Chapter 23.)

Bhagat, Mathema Sundar Shyam. 1988. **Wastage of teacher education in secondary schools of Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of dropouts from profession.** Ph.D., Edu. *Panjab Univ.* [JNJ 0284] (See in Chapter 34.)

Chaudhary, Sohanvir S. 1990. **Teachers'**

attitude toward school television and its relationship to mass media behaviour and job satisfaction. Ph.D., Edu. *Univ. of Delhi.* [RDM 1321] (See in Chapter 23.)

Das, Bijoy Laxmi. 1988. **A study of secondary school teachers' job satisfaction and job motivation in Cuttack district, Orissa.** M.Phil., Edu. *Univ. of Poona.* [ASB 0035] (See in Chapter 16.)

Das Mohapatra, J. 1989. **A study of the mental health of teachers serving in the primary schools of Puri town.** M.Phil., Edu. *Ravenshah College, Cuttack.* [KCP 0491] (See in Chapter 7.)

Das, R.C., Jangira, N.K., Singh, Ajit and Passi, B.K. 1988. **An experimental study of the relative effectiveness of selected strategies of integration of teaching skills acquired by student teachers through the techniques of micro-teaching.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded). [SRA 1120] (See in Chapter 23.)

Das, R.S. 1991. **An analytical study of vocational interests of primary teachers.** M.Phil., Edu. *Nagpur Univ.* [GPK 1704] (See in Chapter 26.)

Dave, C.S. 1987. **Relative effectiveness of micro-teaching having summative model of integration versus mini-teaching model in terms of general teaching competence, teacher attitude towards teaching, pupil liking and pupil achievement.** Ph.D., Edu. *Devi Ahilya Vishwavidyalaya.* [PKS 0646] (See in Chapter 23.)

Debi, Meena Kumari 1989. **Developing and testing the effectiveness of the programmed learning material in the syllabus of principles of education in B.T. course of Gauhati University.** Ph.D., Phil. *Gauhati Univ.* [RD 0137] (See in Chapter 23.)

Dhanasekeran, G. 1990. **A study of the awareness of primary and middle school teachers regarding health promotion among school children.** M.Phil., Edu. *Madurai Kamaraj Univ.* [MKU 1069] (See in Chapter 21.)

Dhotia, N.C. 1990. **A study of factors affecting job satisfaction of commerce teachers of Rajasthan and its impact on educational achievement of their pupils.** Ph.D., Edu. *Univ. of Rajasthan.* [JKS 0695] (See in Chapter 38.)

Dhoundiyal, N.C. 1987. **Expectancy biases among student-teachers: Formulation and test of the effectiveness of a remedial strategy.** Ph.D., Edu. *Kumaun Univ.* [BS 0964] (See in Chapter 24.)

Dhulia, Usha. 1989. **A study of the role administrative style teachers' job satisfaction and students institutional perception in determining the nature of school climate.** Ph.D., Edu. *Hemwati Nandan Bahuguna Garhwal Univ.* [KBB 0542] (See in Chapter 37.)

Dubey, Archana. 1989. **Effectiveness of a training strategy for developing feedback receiving competence in relation to the selected organismic variables of student teachers.** Ph.D., Edu. *Devi Ahilya Vishwavidyalaya.* [PKS 0658] (See in Chapter 23.)

Dutta, Ram. 1990. **Integration in microteaching.** *Indian Educational Review,* Vol. 25(1): 41-55. [MSG 1488] (See in Chapter 23.)

Dwivedi, Jagdishwar. 1988. **An investigation into the effectiveness of microteaching**

on the development of psychomotor skills in biology practicals. Ph.D., Edu. *Univ. of Allahabad.* [PCS 0941] (See in Chapter 23.)

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Gaur, Ashwani Kumar. 1988. **A sociological study of teacher educators of Rajasthan.** Ph.D., Edu. *Meerut Univ.* [Author 1555] (See in Chapter 3.)

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Goswami, T.N. 1988. **Job satisfaction among teachers of Central Schools.** Ph.D., Edu. *Agra Univ.* [SS 0786] (See in Chapter 6.)

Govindasamy, D. 1992. **A study of awareness of concepts in history among secondary grade teacher trainees and their attitude towards social sciences.** M.Phil., Edu. *Madurai Kamaraj Univ.* [MKU 1091] (See in Chapter 18.)

Goyal, J.C. and Chopra, R.K. 1989. **Relationship of self-concept, attitude and adjustment with achievement of SC-ST and Non-SC-ST students and teachers.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded). [MSG 1165] (See in Chapter 30.)

Gupta, B.D. 1988. **Intelligence, adjustment and personality needs of effective teachers in science and arts.** Ph.D., Edu. *Agra Univ.* [SS 0824] (See in Chapter 6.)

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Gupta, S.L. 1990. **A comparative study of the private costs of teacher preparation in teachers' training institution under different managements in Uttar Pradesh.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded). [VKR 1189] (See in Chapter 5.)

Gupta, Suman. 1991. **Effectiveness of Advance Organiser Model of Ausubel in developing teaching competence of student-teachers and their attitude towards teaching: An experiment.** Ph.D., Edu. *Agra Univ.* [SS 0794] (See in Chapter 24.)

Jain, Smeeta. 1992. **A study of creativity in relation to the teaching aptitude, skills and personality variables of pupil teachers.** Ph.D., Edu. *Nagpur Univ.* [GPK 1694] (See in Chapter 11.)

Jantli, R.T. 1988. **Relationship between teacher behaviour, pupil personality and pupil growth outcome.** Ph.D., Edu. *Karnatak Univ.* [KR 0582] (See in Chapter 6.)

Joshi, S.M. and Kumar, S. 1983. **Effect of skill-based approach and decision-making ability on the development of teaching competence.** Independent study. *The Maharaja Sayajirao Univ. of Baroda.* [MSY 0920] (See in Chapter 24.)

Kamau, Catherine Wanjiku. 1992. **Burnout, locus of control and mental health of teachers in eastern province of Kenya.** Ph.D., Edu. *Panjab Univ.* [JNJ 1254] (See in Chapter 7.)

Khan, Neelofar. 1991. **Effectivity of distance education programme with reference to**

the teachers' training course in Kashmir University. Ph.D., Edu. *Univ. of Kashmir.* [AGM 1863] (See in Chapter 28.)

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Kumari, Latha R. 1991. **Role conflict among secondary school women teachers in relation to their age, marital status, morale and modernity.** M.Phil., Edu. *Bangalore Univ.* [MKh 0320] (See in Chapter 9.)

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Maheshwari, P.C. 1989. **A study of teaching attitude as related to intelligence, values and sex among Scheduled Caste, backward class and general category teacher trainees of Rohilkhand University.** Ph.D., Edu. *Rohilkhand Univ.* [BS 0952] (See in Chapter 30.)

Malik, Chander Kanta. 1990. **A study of the impact of investigatory approach upon student-teachers' cognitive appraisal and its implications for the science teachers' training programme.** Ph.D., Edu. *Maharshi Dayanand Univ.* [DKC 0100] (See in Chapter 19.)

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Mehta, Asha. 1988. **Study of socio-psychological factors related to teacher's philosophical orientation and educational output.** Ph.D., Edu. *Kamaun Univ.* [AB 1560] (See in Chapter 2.)

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Mishra, A. 1989. **A study of the teacher education programme at the primary level.** Ph.D., Edu. *Utkal Univ.* [KCP 0423] (See in Chapter 15.)

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Misra, K.N. 1991. **Inter-relationship between**

organisational conflict in school, teacher's stress and burnout in relation to teacher's personality at primary level. Ph.D., Edu. *Utkal Univ.* [KCP 0422] (See in Chapter 6.)

Misra, Uma Shasi. 1989. **Conceptual difference amongst students regarding an ideal teacher at two levels of education—junior high school and intermediate.** Ph.D., Edu. *Univ. of Lucknow.* [RJS 0688] (See in Chapter 6.)

Mittal, Annapurna. 1989. **Personality characteristics and observed classroom behaviour of secondary school teachers.** Ph.D., Edu. *Univ. of Lucknow.* [RJS 0692] (See in Chapter 6.)

Mittal, Jai Prakash. 1992. **An exploratory study of teachers' motivation to work and some factors associated with high and low work motivation of teachers.** Ph.D., Edu. *Meerut Univ.* [Author 0308] (See in Chapter 10.)

Mohapatra, T. 1991. **Problems of secondary school teachers: A comparative study of government and private school teachers.** Ph.D., Soc. *Utkal Univ.* [KCP 0448] (See in Chapter 16.)

Nanda, A.R. 1992. **A study of leadership behaviour of primary school headmasters of Cuttack city.** M.Phil., Edu. *Utkal Univ.* [KCP 0486] (See in Chapter 37.)

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